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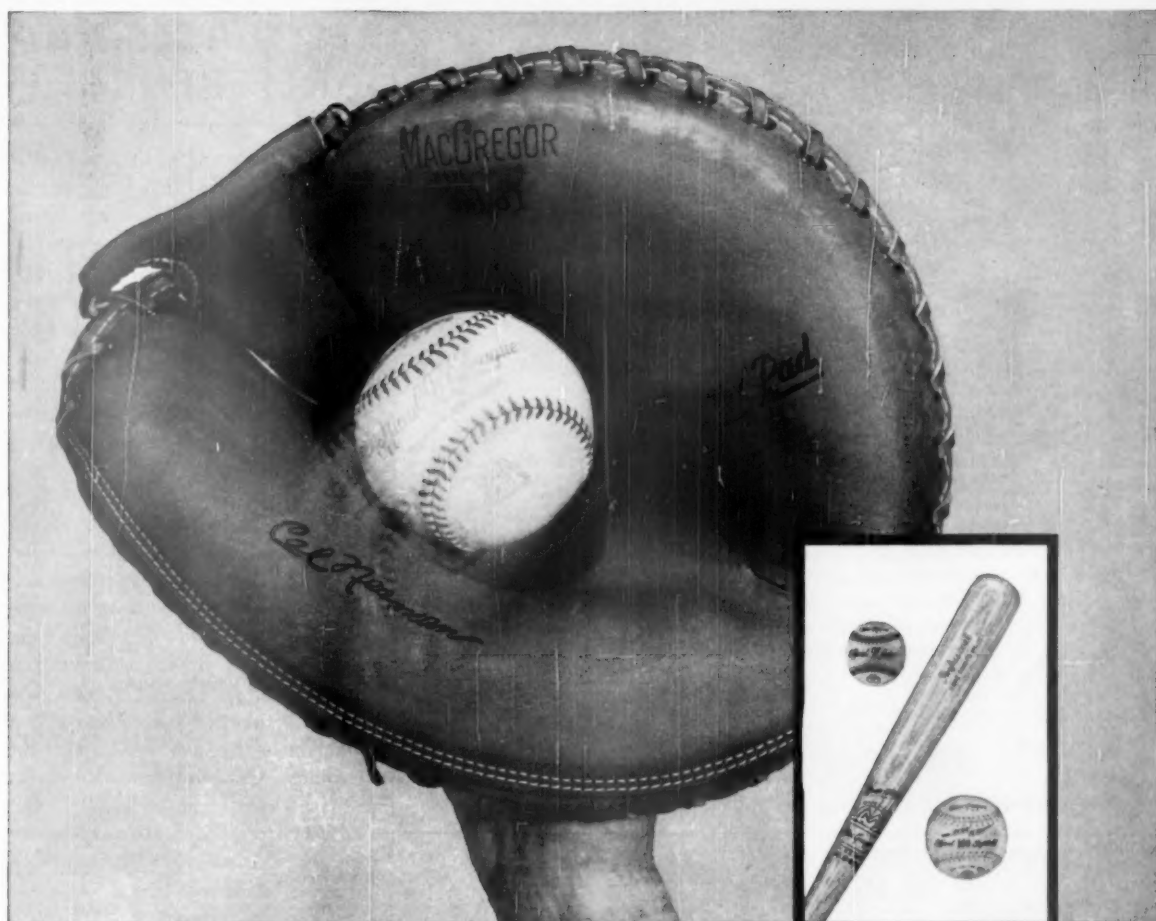


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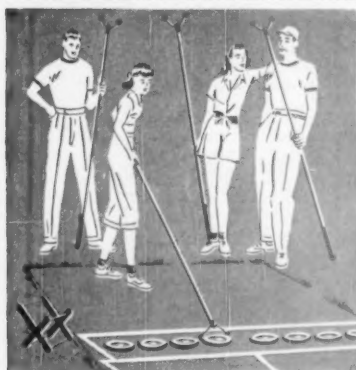
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RESOURCES AND REFERENCES

A Guide to Organizing Family Camps was prepared to help anyone interested in using camp facilities for organized family camping. The information and suggestions came from groups and individuals who have used family camps in Illinois. The 24-page pamphlet gives details of family "campativity," from organization and setup to programs and activities for family participation as well as individual participation. Available for five cents from College of Agriculture, University of Illinois, Urbana.

The Crisis in Open Land is a valuable contribution to the literature setting forth the need for open space in America. In addition to pointing out the need, however, the committee that prepared this publication urges a program of action and suggests steps that should be taken in order to meet the situation. This profusely illustrated pamphlet merits careful study and is available from the American Institute of Park Executives, Wheeling, West Virginia, for one dollar.

Educational Displays and Exhibits is an attractive, 47-page pamphlet full of suggestions and techniques for better planned displays and exhibits, so important in publicizing your agency and program. Often recreation leaders and directors fail to communicate effectively with their community and the public because they lack good public-relations materials. Here are procedures and ideas for preparing bulletin-board displays, exhibits, and dioramas. As the booklet explains, "In evaluating the effectiveness of a display or an exhibit, the most important questions to consider are: Does it attract attention? Does it arouse and hold interest? The exhibitor, through careful planning, must satisfy these requirements. This he does through the elements of design, line, texture, space, pattern, and color. He may use these elements to achieve, movement, balance, emphasis or contrast, and unity of the overall plan." Available for \$2.00 from Visual Instruction Bureau, University of Texas, Austin 12.

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THE MAGAZINE OF THE RECREATION MOVEMENT

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VOL. LIII. Price 50 Cents No. 3

On the Cover

Concentrating as only children can, these youngsters go after water bug or fish as part of their camp nature program—an activity *not* found on the city playground. Photo courtesy Drew Morton, from the National Audubon Society.

Next Month

Pixies, pirates, and puppets—you name it, you'll find it, in April's Playground Issue. Here is material ready at hand for playground planning and leadership training. Included are "Uniform Outfits for Leaders?"; "Patterns for Playgrounds"; "A Nautical Play Community," illustrating the importance of careful planning and placing of equipment; and many other useful articles. "Playgrounds Abroad" is a picture story of play areas and facilities in housing projects in Switzerland, Germany, Denmark. Right out of the headlines are recreation trends in today's play areas in America's motels, trailer parks, and housing developments, an article on recreation and delinquency, and the story of a successful community art council in Richmond, Virginia.

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Recreation*

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The articles herein printed are the expression of the writers and not a statement of policy of the National Recreation Association.

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CAMPS OR CHANNEL 9?

Elizabeth B. Spear

ORGANIZED CAMPING has proved its value in its first century. It proved itself in its early years in a world relatively ordered and peaceful and, even more convincingly, in later troubled decades. How much more vital is its potential contribution today in a world grown suddenly smaller, a world of tension, of cold war, crime, and confusion.

The American Camping Association is observing its golden jubilee in 1960. And the year 1961 will mark the one hundredth anniversary of the establishment of probably the first organized camp in the United States.

What has happened in these hundred years that is worthy of commemoration? Revealing answers could be found in the experiences of millions of boys and girls and, in the past few decades, also of families and older people, who have camped under private and public agency and individual auspices.

What can a summer, or even a week or two, in a good camp give to a girl or boy? Camp days can be more or less routine, a continuation of activities campers have been experiencing; or they can open up whole new fields of adventure, exciting interests and skills. It will be a sorry day for camping if the cartoon depicting several campers complaining, "They might at least have told us before they got us up here that they can't get Channel 9," should ever actually reflect camp program patterns.

Friendships, learning of skills, adventure, healthful living, and fun are normal expectations for a camping experience, and perhaps as far as many campers go in anticipation. A children's camp is a child's world into which he goes from an adult world. It is a world that exists solely for him, based on his interests and geared to his needs. He has a part in planning what goes on in his world—a growing experience in itself.

In this world he is a person in his own right; his individual interests, needs, abilities, aspirations count; he isn't forced into the same mold as all of his tent mates. In camp he can develop a measure of independence and self-reliance, with understanding guidance, and yet not be confused by undisciplined liberty.

The camper lives in a setting that provides a favorable climate for reducing differences to a common denominator. Differences in background, whether of color or creed, clothes or the number of cars in the family garage, are of comparatively little consequence—an individual is accepted and respected for himself.

Instead of the clatter, the confusion, and, often, drabness of urban surroundings, he is living in a world of sunshine, bird songs, green trees, blue waters, of timid little animals—a world of beauty and friendliness. Dr. Harry Emerson Fosdick tells the story of a little girl who on seeing her first rainbow, exclaimed excitedly, "Oh, mother, what's that advertising?"

What better place than camp to counteract this alarmingly increasing emphasis on the material? What better place to encourage the idealism, too often latent, but still there, in children? Spiritual eyes and ears can be opened in the midst of God's handiwork.

Someone has said, "Camp provides good growing weather but we haven't always been good gardeners." The values of camp for a child will depend on the skills, the convictions, and the vision of the camp-staff "gardeners." #

MRS. SPEAR is director of camping, Division of Program Services, Camp Fire Girls, Inc.

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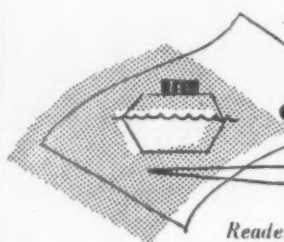
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Letters

Readers! You are invited to send letters for this page to Editor, RECREATION, 8 West Eighth Street, New York 11—so that your ideas, opinions and attitudes may be exchanged with others on the wide range of subjects of concern to us all. Here is your chance to agree or disagree with the authors of our articles. Keep letters brief—not more than 250 words.

—The Editors.

My Child Was Robbed!

Open letter to all camp directors:

I sent my child to camp last summer, and he was robbed blind! My youngster is an ordinary fellow except to his mother and me.

Like most small boys, his packing would have consisted of a fishing rod, a supply of bent pins, a hunting knife, two or three marbles, and my old army kit bag. His mother naturally managed to insert a few nonessentials like clean socks and underwear, dry shoes. He thought poorly of them all.

"I'm gonna live in the water all day," he stated firmly. "Waddya think I need clean socks and shoes for?"

He had such high hopes for that camp. He was going to fish whenever he wanted, with his bent pins. He was going to whittle a birdhouse and maybe a pipe rack for me. He was going to build a raft and a treehouse, and have a secret club. He was going to learn to ride horseback and swing a rope, like a real cowboy. He was going to cook his dinner in a billy can and sleep on a rock. He was even going to swim across the lake if he felt like it. He'd learn to use a bow and arrow like Robin Hood, and his trusty band would be the scourge of Sherwood. . . .

We assured him that we would not consider him dead if we didn't hear from him, but I know his mother felt a little tearful. Not me, I was thrilled. Now, for once, the boy was going to be on his own—away from his parents who naturally were prejudiced in his favour—away from TV and the predigested books, away from the radio and incessant canned music—away from everything that was turning him into a little vegetable.

What happened? We aren't too sure. The director doesn't seem aware that there was anything unusual about Jim's summer. He looks wonderful—tanned, strong, and an inch taller. His appetite is bigger than one would believe possible. Who knows what happened?

"Did you get to play Robin Hood?" we asked.

"Well, yeah, but there was this counselor, see, who was in charge of archery and he said we always had to be very careful when we were shooting, so we did it all to numbers. Then he arranged a big tournament and made a lot of lists and put them on the bulletin board, but I dunno, we didn't seem to want to much. I think he was mad, sort of. Then the counselors put on a demonstration of how you should shoot, but me and Skinny went fishing. And heck, was there ever a row! Mac said we weren't cooperating."

"Did you make your birdhouse and the pipe rack?" we asked again.

"Yeah, they had a dandy craft shop with a whole lot of power tools. Course, they were pretty dangerous, so the counselors used them. When we wanted something cut we took it to the guy in charge of crafts and he did it for us. They had a lot of leatherburning stuff, too, with a little kit with pictures already on the stuff."

"How about the tripping?" we asked a little tentatively. "Good food, I bet."

"Yeah, it was all right, but the second day out it started to rain and Mac came and got us in the truck. The first night out me and Skinny caught some fish and wanted to eat them but the counselor said we were having some of the jiffy-pack stuff you add water to and that we'd better not cook the fish. I kept mine for awhile but it started to stink, so I threw it out."

"What did you like best at camp?" we tried again.

"The swimming, you bet. Really got my dive good and they passed my test. Skinny couldn't dive so good but they passed him too 'cause he wanted to go on the trip and he couldn't without his swimming test. Kinda corny, after I'd worked so hard on mine."

"Did you manage to build your raft and your treehouse?"

"Yeah, well, see, the raft wouldn't work cause the swim area was all roped

off and that was the only safe place to have it. But we built a dandy treehouse. The counselor did all the hard parts like the roof and around the windows, but we carried the boards and sent them up to him on a rope thing he'd rigged up. But we didn't play in it much. . . ."

Faint, but pursuing, we tried once more, "The riding was a big success, though, wasn't it?"

"Oh gosh, that was real good fun. We had to get up early when we were on stable duty and turn the horses out for water. Then we mucked out the stables and put clean bedding down. Then we fed the horses and cleaned them and cleaned tack. Say, did you know there were twenty-two parts to a bridle and they all had to come to pieces? We had to know all about feeding and care of horses, too. Bill made us take notes, and, at the end, we had a quiz and I came second. Those of us who got highest marks got to groom the horses for the big show the last Saturday."

"Weren't you riding in the show?" we inquired.

"Heck no, I wasn't good enough for that. But I sure learned a lot about horses and I want a book for my birthday on care and feeding of horses."

"Any wild animals up there?" we asked.

"Well, I dunno. We saw a couple of tracks and wanted to follow them, but our bunk was supposed to be at canoeing so we couldn't. I looked them up in a book and the guy started telling me all about them, but when I went back to find them they were gone. We saw a deer once, but we were on our way to flag raising so we had to hurry. Us kids had been late three times in a row, and if we'd been late again we wouldn't have got to the movies. . . ."

"Movies?" we asked faintly.

"Yeah, you know, Westerns and stuff like that there. They were keen. We had 'em every Saturday and whenever it rained. And speaking of rain, feel my muscle. I got that building a wall down near the beach. We had this great flood one day, see, and half the bank started washing away, so some of us got out there in our bathing suits and started tossing rocks into the holes. We were having a good time, but of course we could only do the rock part. Mac got some guys from the village and they resodded and planted trees and filled in the rocks with cement."

The director phoned this spring to see if Jim was going back to camp. We asked Jim and he looked doubtful.

"I dunno," he said slowly, "I think I'd like to go to a ranch this summer where they have a horse for every kid and you do all your own work and look after the horses and clean stables, and

mend fences and all that kind of thing."

"It's pretty hard work," we countered, "and they don't have all the other things you have at camp. No water-skiing, no sailing, crafts, or riflery."

"Yeah, I know," he answered thoughtfully, "but I think you might really get to learn something. Do you think I could, Dad? Skinny wants to, too."

Perhaps, I thought. Perhaps here, too, they might rob him blind. But it was surely worth a try.—JOYCE BERTRAM, director, Camp Quareau, Quebec. Condensed with permission, from Canadian Camping, June 1959.

Outdoor Nature Classrooms

Sirs:

Your magazine is doing a fine job, but I would like to see more articles on "outdoor nature classrooms." Our county is just embarking into the field of buying land for forest preserves. Our little grade school just built a new school on a virgin twenty acres, and we intend to landscape the grounds and create an outdoor nature classroom as we have natural logs and can acquire all the trees, shrubs, wildflowers, and mosses native to this area. We have already started a community landscaping project and planted some shrubs and bulbs so as to have spring flowers. If any of your readers have started an outdoor nature classroom we would like to know just what they have done or are doing to create more interest in our natural surroundings.

I was born in Chicago, in 1886, and enjoyed the woods around Chicago as a boy before Chicago and Cook County acquired their now famous forest preserves. I know the value of forest preserves as recreational areas. As a 4-H leader and Boy Scout counselor in forestry, I realize that if more state and communities do not plan on buying up our native woods soon, they will forever lose what God gave us to conserve.

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Please send your answer to Dorothy Donaldson, Secretary, National Advisory Committee on Publication of Recreation Materials.

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► **NEW ATLAS WILL LIST CAMPGROUNDS.** Initial printing of a new publication to be called *Campground Atlas*, said to be the first of its kind to include all fifty states, as well as the provinces of Canada, is scheduled to come off press on April 1, 1960. One hundred and sixty information-packed pages will cover over 5,500 campgrounds, including federal, state, county, municipal, and privately owned; numbered and keyed to index of states and provinces; gives detailed directions for reaching each campground.

Coauthors are staff members of a well-known state university. Price will be \$3.50 and includes all shipping costs. Order by sending cash, check, or money order to Alpine Geographical Press,

Pre-Order Department 21, Station A, Champaign, Illinois.

► **LOOKING AHEAD** to Library Week in April, are your plans for observations completed? Do you promote reading as recreation, use it as background or springboard to program? Well-known educator Hughes Mearns, points out in his book *Creative Power, The Education of Youth in the Creative Arts*,* "Reading, including the dramatization that goes with reading, silent or openly played, is one of the important foods of the creative life."

► **THE CONFERENCE FOR NATIONAL CO-OPERATION IN AQUATICS**, of which the National Recreation Association is a member, is conducting a Study of Successfully Revived Water Cases (persons recovered from the water who are unconscious and not breathing and are ultimately revived). The objective: to gather information (a) on the efficacy of various methods of artificial respiration, (b) a more effective way of rescue, (c) that could be utilized for mass safety education.

Carefully prepared questionnaires have been developed for use in the study. One is intended for the *rescued drowning victim*; the other is to be used by the *rescuer*. An attempt will be made to secure information on a worldwide basis. Readers of RECREATION or NRA members who have any knowledge of instances of successfully revived water cases are requested to participate. Additional information about the study and questionnaire forms may be obtained from Richard L. Brown, American National Red Cross, 18th and E Streets, N.W., Washington 13, D. C.

► **THE 14TH ANNUAL SHORT COURSE** for editors is announced for state commissioners, directors, editors, by Oklahoma State University, from March 21 to 26, 1960. A separate section will be maintained for conservation editors. The conservation section includes intensive study of problems peculiar to the editing of conservation magazines. It will be headed by Bruce Kilgore, editor of

* Dover Publications, (Rev. ed.), paper, \$1.50.

National Parks Magazine and assistant to the executive secretary of the National Parks Association, Washington, D. C.

► **WANTED:** News and stories about any unique or "different" program gimmick or equipment that you used in your Halloween program last year or are planning to use this year. Deadlines: May 1 or June 1—our deadlines for the September and October issues of *RECREATION*. Please be sure to enclose good, clear, glossy photographs illustrating your story. Good pictures liven up an article or news note.

► **NEW EXECUTIVE VICE-PRESIDENT** of Keep America Beautiful is Allen H. Seed, Jr., assistant director of the National Municipal League for the past ten years, and former president of the National Association of Civic Secretaries.

► **A REMINDER THAT** the White House Conference on Children and Youth meets at the invitation of President Eisenhower March 27 to April 2, 1960. An entire section will be devoted to the problems of "youth in conflict."

► **IN SESSION THIS MONTH:** American Camping Association National Convention, California Masonic Temple, San Francisco, March 2 to 5, 1960. This marks the fiftieth anniversary of service by the American Camping Association. Congratulations ACA!

► **PLEASE SEND A COPY** of your annual report to the National Recreation Association every year. We look forward to seeing these. We use them! Do you remember us?

► **MANUSCRIPTS FOR RECREATION MAGAZINE:** Please send us the original typed copy of your article, *not* a carbon; and *don't forget* to enclose a stamped, self-addressed envelope if you want it returned—in case it is not used.

► **DID YOU KNOW THAT** your camp-counselor training can earn college credit? Would you be interested in having a college faculty man act as a resource person at your training sessions? If so, read Robert W. Harlan's article in the January 1960 *Camping Magazine*.

ARE YOU ONE OF THE PEOPLE who has picked up Bob Kresge's splendid idea of having your playground contribute to the Joseph Lee Fund? If so, congratulations! This is the time of year to be thinking about it again, for 1960. (For details see *RECREATION*, April 1958, Page 109).



How to Play and Teach VOLLEYBALL

J. EDMUND WELCH,
Editor

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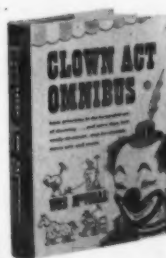


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What are camper hopes and dreams? Do our camp programs fulfill them adequately?

THE FOUR "F's" OF CAMPING

Julian H. Salomon

IN CAMPING WE are trying to accomplish two basic aims: to give boys and girls a chance to do some of the things they like to do in ways they like to do them; and, through these activities, to instill qualities and awaken new interests in our campers to help them lead happier and more abundant lives. We need to remember that, while these are compatible, they represent camping from the points of view of the child and of the adult which are, of course, quite different. As a Boy Scout camper is said to have remarked, "Gee, chief, I didn't come to camp to have my character built."

Camping has such a strong appeal to youth that some adults have taken advantage of it and have used the name as a sort of bait to attract boys and girls to programs, which, while they may have worthy motives, having nothing in common with learning how to live simply in the out-of-doors. We have lost some of our older campers because they did not find in the camps they first attended the things they expected, among which are opportunities for freedom and challenging adventure. In altogether too many cases, these so-called camps are far removed from what children have been promised and hope to find in places called by the magic name of camp.

All too often we forget that boys or girls who have never been to camp have some pretty clear ideas as to what a real camp is like and what they want to do when they get there. Fortunately, these things are not difficult or expensive to provide. They do, however, require a director with a love of young people, who is gifted with a lively imagination.

What are some of the things a camper expects of the camp and why do we think it worth while to provide them? First of all, there are the basic experiences; the desire for which grows out of our American historical background. Tales of Indians and pioneers and their adventuresome and romantic ways of life are heard at an early age and make a strong appeal to the child's imagination. These people lived in the out-of-doors and in camps. The children hear



stories about them when they are very young and look forward to doing likewise as they grow older. What they want to do when they get to camp is to build a fire, cook a meal over it, and sleep out in a tent or in the open. Unfortunately, many children go to places called camps where opportunities to do these things never occur.

Now, beyond these simple basic experiences, there are other things the campers expect of a camp, but which they may never directly mention. These camper hopes and desires may be called the four "F's." They are: *fun and adventure, freedom, fellowship, and food for the spirit*. Outdoor fun and adventure come first because the camper expects to find opportunities for a number of new and joyful experiences in camp. He wants to be a part of nature and to pit himself against the elements. He wants, as far as it is possible to do so today, to relive the life of the Indian and pioneer. He would like the camp to give him the opportunity to become an expert woodsman. He wants his experiences to be *real*, and this becomes particularly important as he gets older. It is the director's and the counselor's job to discover ways of giving him his chance to have real adventures and to have them safely.

Now, there are always some parents and board members who will question the value of such things as woodcraft and camping skills. They will say, "How can such activities possibly prepare a camper for the urban civilization in which he will have to live? Are you not, in your campcraft, Indian lore, and nature study, providing an environment that belongs to the primitive past and an escape from the realities of present-day life?"

One of the most valid objectives of camping is education for leisure time. As industrial progress provides more and more free time, and when the increasing demand for *self-directed* activity during leisure is raising a multitude of problems, the kind of education a real camp can give is most urgently needed.

Family camping is now one of the most popular vacation forms for our young adults and even older ones. The ease of automobile travel is turning so many people to the out-of-doors that national and state parks and forests are having a hard time keeping up with demand for camping facilities.

MR. SALOMON is a landscape architect, camp consultant, and planner, and a member of both the American Camping Association and the American Society of Landscape Architects.

ties. Perhaps a minor, but certainly not unimportant, value of these activities is the training they give in survival skills we hope we will never need.

While practical values like these are easy to understand, it is the hidden ones that lie in learning to swim, building campfires, hiking through the woods, learning to know birds, flowers, and trees that develop the power of the imagination. For the child who has had these experiences, life has been broadened and enriched.

School and camp are both concerned with a child's education, but there is a difference in the way they work toward their objectives. The education he receives in school is largely a matter of books, formal instruction, and classrooms. Camping, on the other hand, has to do with living out-of-doors and physical activity. Schooling takes place indoors and is, or should be, mostly hard work. While there is, or should be, hard work in camp, it is part of the fun of living and learning to live in the open. Efforts to combine the two types of education have failed so far to obtain broad acceptance or success.

Though camping is different from formal schooling, it is not less important, and this is a fact we need continually to impress upon the American parent. He has given his children great freedom from responsibility and a great amount of leisure. He then worries about how they are going to spend it. Camp is one of the places where children can learn to make wise use of leisure and have a lot of fun in the learning process. Education for the use of leisure time is one of the most important services the camp can perform.

Freedom is something else the camper wants, needs, and should have—freedom from worry, hurry, and envy. This freedom should be granted in broad degree. Freedom, of course, does not imply anarchy. The freedom we want for ourselves, others also want, so freedom in camp implies and demands a respect for the rights of others. So, in camp, freedom will be granted within broad limits; it will be well regulated but it will be real.

The camper should be free to select activities and to do what he wants without explaining why. He should have opportunities to participate in large and small group activities, but he should also have a chance to do things with

one or two other campers or by himself. He should also have time just to "do nothing." This freedom to exercise the power of choice is essential to character building.

Campers should have freedom to participate in program planning and in camp government. A preplanned program, devised entirely by grownups, is generally not good for the campers. Certainly it is not, if campers are directed from one activity to another in which they need do no thinking and get no opportunity to exercise choice or judgment. Camper participation in planning should begin in the tent or cabin group and continue, both in the unit or section and the entire camp, through camper representation on a camp council or similar program planning group. Further opportunities for choice and planning should be given in daily section assemblies or similar meetings.

The camp that operates in an atmosphere of freedom will not need coercion to get a good response from the campers. The campers will readily respond to a program that is really based on their own interests. These interests, in turn, will be aroused and expanded by a campsite that presents a rich and stimulating environment. The fact that the camper comes into a place differing sharply from city and home is bound to evoke a great number of new interests. There should be a time and place where these may be allowed to develop, but this cannot be if the program is so regimented that every moment has been planned for in advance.

We also need to provide more freedom from the city—its games and sports, TV, and spectator amusements. Overemphasis on city sports unwisely limits the development of new camping interests, such as campcraft, nature, canoeing, mountain climbing, archery, sailing, fishing, tracking, and scouting games. Such formal games and sports as we have should be aimed at helping the beginner become proficient enough to enjoy participation on a par with his fellow campers. Those sports the camper can carry over into later life are the ones to be developed. Camps should not attempt to develop stars or teams whose main purpose is to defeat other camps. Such devices as "color wars," that develop tensions and intense competition, have no place in a well-run camp.

We know from Sanders' famous study that a camp's

Two important "F's" the camper wants are fellowship and food for the spirit.





Campers should have freedom—to help plan their own program, freedom from hurry. There should be no need for haste in the woods. Camp provides scope for self-direction.

greatest failure lies in the possibility of overstrain and overfatigue. The parent whose first concern on sending his child to camp is health and safety may not realize that he is defeating that basic concern by demanding competitive emphasis and the artificial stimulation that goes with the awareness of many prizes. Freedom from worry about not making the grade, freedom from hurry to keep up with the schedule, and freedom from envy of the champion and prize winner—these are the freedoms campers want and need.

Really, the third "F" would be first, had I not been considering these questions from the camper's point of view. For the *fellowship* the camper is asking us to provide is not only that with his fellow campers, but that with the staff. This, of course, implies good leadership, which we all recognize as the most important ingredient in the camping recipe. Without the right kind of leadership, opportunities for the development of new and continuing interests would never occur. Unless there are leaders truly and lovingly interested in children and with enthusiasm for the out-of-doors, the whole effort fails. If, when the camper asks questions, there is not a counselor or director present who has a keen interest in trees and trails, and who can help him find the answers, it is only natural that he will turn away to basketball or baseball as a time killer.

We get a pretty good picture of the kind of adult leadership the camper wants from the *Study of Adolescent Boys* made by the University of Michigan for the Boy Scouts of America. Although the leaders came from various walks of life, had different degrees of education, and were of varied trades, professions, and ages, they all possessed four traits the boys admired. They said (1) "He's a nice guy," (2) "He understands us," (3) "He can do things," and (4) "He has good character."

Both director and counselor should be enthusiastic outdoorsmen who get a sense of adventure from their camping experience. They need to be healthy in mind and body and possessed of the abundant energy camp life demands. Understanding the physical and emotional needs of the campers, they will provide ample opportunities for boys to use

their own initiative and carry out their own plans. The camp leaders will try to understand the child's inner drives and be prepared to guide them.

The possibilities for real fellowship between staff and camper depend partly on the size of the camp and its living units or sections. Effectiveness diminishes when any one counselor is given the responsibility for more than eight campers, and when the camp staff is so big that the director has little or no personal contact with the campers. The influence of the director pervades the whole camp and is more important than any other kind of education.

As the camper seeks and desires the fellowship and approval of his counselor and director, so does he also want that of his fellow campers. Camp is an ideal place to learn how to establish satisfactory relationships with one's fellows, and the small tent group is the ideal "class" for teaching the subject. Here, the camper finds out that the business of living is chiefly a matter of getting along with other people. Here, he soon realizes that social techniques can be learned and that one way to learn them is to do his job in such a way that it wins the approval of his group. Thus, the group molds and forms a boy's way of reacting to social situations.

The boy from the city apartment or from a small family does not have the same opportunity for learning these lessons of unselfishness, fair play, and good sportsmanship as did his grandfather, who may have been from a large old-fashioned, country-dwelling family. He may also miss the lessons that are taught by older and younger brothers and sisters. This, by the way, points to an advantage earlier camps possessed, which we might once again provide. That was the practice of having older and younger boys in the same section, because they have so much to contribute to each other in the matter of social adjustment.

The counselor's job is helping campers establish the right relationship to other campers, to teach them high standards of honesty, and develop in them the spirit of cooperation with others. One of the best ways to develop cooperation is through sharing in the work of maintaining the camp. Each camper should have regular chores or otherwise participate in the necessary work of the camp. This is most important as a means of developing self-respect and self-reliance, based on a person's real worth to the community.

There is no doubt that most boys prefer play to work, but it is the business of the camp to keep their interests balanced. In many camps, everything is done to keep the campers excited over athletics, but very little is done to get them to assume their share of the work. We must recognize that the camper needs to learn to take responsibility and to become independent, through doing his share, just as much as he needs team play.

With the introduction of modern machines and methods, we have done away with many of the jobs, such as dishwashing, that were once shared by the campers. It is, I suppose, all a part of the softening process that stems from the American parent's desire to make a child's life easier than his own has been. But in so doing, he weakens rather than strengthens the ability to withstand life's buffetings. As is well

known, in every biological process, "too much may be as fatal to life's prosperity as too little."

The camper looks to the camp to provide *food for the spirit*, too; and here we have one of our finest opportunities. The good camp stresses not only the physical but, perhaps even more emphatically, moral, esthetic, and spiritual training. In camp we have endless opportunities to develop appreciation for all that is noble, fine, and beautiful through quiet hours around the campfire, upon the mountain tops, under the stars, and on still waters. There are opportunities, too, to develop a deepened appreciation for good music, books, and the other arts.

Yet we find camps that assume a hard-boiled attitude toward the lover of the beautiful as a sissy, where cultural appreciation is looked upon as a form of intellectual snobbery. In these places, there is hesitancy in providing beauty and food for the spirit. In such places, we are apt to find ugly buildings, tents or cabins lined up in martial array.

It is the site and structures, as well as the leaders, that create the atmosphere and spirit of the camp. The physical surroundings have a more profound effect on the formation of a camper's attitudes and culture than we might at first assume. We need, therefore, to create camp environment that will enrich spiritual values. Certainly, sensitiveness to beauty, in all its forms, will develop more easily where there is a sense of order, spaciousness, and simplicity.

The manner in which campers live and carry on their

activities also has much to do with the growth of the spirit. Mass activities, crowded dining halls, and constant competition create tension. Though everyone may seem to be quite happy, the real test is in the raised voices, the constant fidgetings and bickerings.

We have spoken of the camp as a community and the values of living in the small groups that comprise it, but now we need, again, to consider the individual. The group and the team are important, but we have come to realize that they are made up of individuals, and that the group possesses no strengths or virtues that are not inherent in its individual members. In camp, every individual is entitled to a sense of privacy and the freedom to grow in his own way. We already have too many other influences that are pushing today's youth to achieve safety, security, and conformity as the basic values of life.

Henry David Thoreau, who is one of our great prophets of simple outdoor life, says in *Walden or Life in the Woods*:

"Why should we be in such desperate haste to succeed, and in such desperate enterprises? If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

Youth is asking camping to provide for his needs and to fulfill his dreams. It is a challenge that camping has successfully met in its past, and one that should be the guide to an ever-growing and greater future. #

CAMPFIRE PROGRAMS

ONE OR TWO campfires per week is the recommendation for all camps and an everynight campfire for the small group. These should be carefully planned, with aims clearly in mind.

Campfire time is the most precious moment of the day, an ideal time for getting across the major goals of the camp, and the little objectives or special emphasis for the day. At it we aim for joy, a new experience, a widening of interests, growth of character, inspiration, the unleashing of the shy, closed-up camper. It can spark the creative urge, bring about relaxation and a readiness for sleep, a peace of mind.

The fire should be laid in advance (never with trash) and covered with a piece of canvas to keep it dry. There should be room for each camper to sit, and extra firewood stacked nearby. This is true for the overnight trip campfire as well. Never have a bonfire nor serve food at the all-camp campfire. Go

to it quietly and with respect. Always begin the same way.

Start, perhaps, with a ceremony or special song; have games and noisy things near the beginning; and end with soft songs, lullabies, perhaps a prayer, a special hand squeeze. Go quietly to bed with only whispers, no talking.

The small group campfire should be located very near sleeping quarters and children attend in night clothes, all ready for bed. In the small group (one tent or one bunk), each camper feels the warmth of the fire, and has a chance to contribute. Often the camper will open up as never before. The autobiographical night for the small group campfire is excellent. Each tells what home is like and "who I am," and this includes the counselors, too.

One night you might have a special event: a guest to talk to teen-agers on their own vocation (for example, the nurse). Another campfire might be held

after the counselor had collected written questions for a week from the campers, about things they want discussed. And then, on the appointed time, the counselor draws one question out of the jar, reads it and answers it; then another question, and another; perhaps on dating or sex, or "what's wrong with my parents?" Or the counselor might discuss problems of the group itself. One evening the teen-agers might, if the leader is tops, try to evaluate themselves.

Campfires form a large part of the campers' memory of the summer. It has been recommended that this *not* be a time for awarding honors, but for encouraging the feeling of togetherness.

A closing quotation: "To his fireside he brought his friends, and friendships grew, and understanding. So hearth became home, and it has little changed over the centuries. What deeper understanding is there than that which stands back to hearth, and faces outer cold and darkness?"—Presented by Lois GOODRICH, 1959 American Camping Association Region II Convention.



Not very large but very tasty are the fish caught at one of the St. Paul Bureau of Parks and Recreation day camps.

Robert A. Lobdell

THE "TWIN CITIES" of Minnesota—Minneapolis and St. Paul—form the nucleus of a large metropolitan area, including a number of suburbs, with a total population of some million and a half persons. These cities have produced many outstanding leaders in the field of parks and recreation, names that have found their way into the history of our movement: Theodore Wirth, Charles Doell, Karl Raymond, Ernest Johnson, and W. LaMont Kaufman.

In St. Paul, recreation was developed by two separate bureaus—one, parks, and one, playgrounds. From 1919 to 1955, Ernest W. Johnson served as guiding hand of the playground bureau. His sound concepts and knowledge of recreation brought St. Paul to a position of prominence in the Midwest. His constant hammering on basic principles, without succumbing to internal pressures, paved the way for public support in the 1953 bond program.

St. Paul is a city with an estimated population of 330,000. It has a commission form of government, with a city council of six elected members presided over by a mayor. A comptroller is elected to handle the financial aspects of the municipal operation. All elected officials serve a two-year term. The city council meets each day, Tuesday through Friday. Each elected council member is appointed by the mayor as the commissioner of a department of city government. It is a full-time job, and the elected officials consider it as such.

The tax structure of the city is unique; some critics even label it archaic. It is categorized as a per capita limitation type. The municipal charter provides two basic limitations in financial operation. First, there is a limitation in the amount that can be levied for taxes, based on the total population or per capita basis. Second, there is the limitation

MR. LOBDELL is general manager of the Bureau of Parks and Recreation in St. Paul, Minnesota. The general manager's job, recently established by city ordinance, is to coordinate all activities of the newly consolidated bureau.

ST. PAUL

that all municipal expenditures cannot exceed so many dollars per capita. The first limitation, of course, is lower, and the difference must be made up from revenues such as license and permit fees. To change the limitation figures, requires a charter amendment submitted to the voters. In 1959, the state legislature amended the city charter (don't forget the city is only a creature of the state). This changed the required percentage of yes votes for charter amendment from sixty percent to fifty-five percent.

On the other hand, it merely takes a simple majority to pass a bond issue. The irony of this situation was demonstrated at a special election in November 1959. Two issues were proposed to the voters: one for a \$23,500,000 bond issue for school capital improvement, needing only a simple majority. The second proposal was a charter amendment that would have increased the current operation budget by about \$1,750,000. This amendment needed fifty-five percent of the yes votes to pass. What happened? The bond issue for \$23,500,000 received fifty-five percent of the yes votes and the charter amendment for \$1,750,000 received 50.3 percent of the yes votes. The bond issue passed; the charter amendment failed.

Immediate financing for capital school improvements and current operation costs was submitted to the electorate following the war. As in all cities, increased financing does not come easily. The dire need for public school expansion and upgrading was sold to the voting public. This was just the beginning. By 1953, a united improvement committee had surveyed the needs of all municipal operations and proposed a \$39,000,000 capital-outlay program. After an outstanding job of public salesmanship by all leading organizations in the city, it was successfully passed by the voting public.

Progress and accomplishment have been the theme of the recreation movement in St. Paul's recent history. The bond issue of 1953 helped provide a means for renovating old areas and the development of new to meet the new challenge of the 1950's. The bond program played a secondary role in the overall capital improvement program for recreation facilities. The real contributing factor to our program came from an unforeseen windfall.

At the end of World War II, as in all cities, the need for veterans' housing was acute. Through the foresight of people like Commissioner Holland and Superintendent of Recreation Ernie Johnson, lands that reverted back to the state because of tax delinquency and that were suitable for recreation purposes, were acquired by the playground bureau as tax-forfeited properties. Officials knew funds were not available for development in the foreseeable future, but the old axiom that real estate was a good investment persuaded them to take advantage of the situation.

When sites were needed immediately for veterans' hous-

*The challenge of the 50's provided
a firm foundation for the 60's.*

REVITALIZED

ing, the playground bureau said: "Have sites, will build." Result: seven veterans' housing areas constructed and operated by the bureau until, by 1956, there was no longer any need for the project. The state legislature enacted a statute providing that all profits from the veterans' housing operation should be used to develop the sites into recreation areas, and that additional funds could be used for capital improvement throughout the playground system. Approximately one million dollars were forthcoming from this source.

Facts and figures are boring but sometimes necessary to illustrate accomplishment. The following is a cold, hard list of projects completed from the combined bond funds

to help in the operation of the new recreation center.

Another windfall came from the public housing authority's urban renewal program. Two park and playground areas will be financed and developed and turned over to our bureau at no cost. There is a tremendous future in this area of development as the urban renewal program gains headway.

Perhaps the most significant development of the past few years is the new thinking as to use of school buildings for community recreation. Since 1950, the school board has established an "open door" policy for the recreation bureau to use public school facilities. The bureau uses these schools in three different categories: to supplement regular

*This is one of the eleven seasonal
recreation shelter buildings
recently constructed with bond
issue funds. Cooperative agree-
ments have created other facilities.*



and veterans' housing project profits for the playground bureau (which does not include the park bureau): four year-round recreation center buildings; eleven seasonal recreation shelter buildings; nine new playground areas, including excavating, landscaping, apparatus, and fields; thirty new hard-surface tennis courts; twenty new lighted hockey rinks (making a total of forty-five); eighty new baseball and softball backstops; fifteen old recreation center buildings and grounds renovated; and an eight-battery shuffleboard court with lights.

An interesting innovation in the construction of year-round recreation centers came about as the result of an agreement between the recreation bureau and the St. Paul Public Housing Authority. The authority wanted to develop a low-rent housing area in one of the blighted districts near the downtown loop. The bureau had an old dilapidated recreation center and grounds directly across from the proposed housing area. After much negotiating, a formal agreement was reached whereby the housing authority would construct a new recreation center on its property, with the bureau paying half the cost. In turn, the bureau received a long-term lease on the completed structure at a dollar a year. The most unusual part of the pact was that the housing authority would reimburse the bureau for one-third the cost of utilities in the operation of the building. In Minnesota, with long, cold winters, heat is a big budget item; hence this was a very lucrative contract

year-round centers; to serve as recreation centers in areas where the bureau does not have facilities; and for the operation of the indoor municipal athletics program. During 1959, the bureau used thirty-six public school buildings in these three categories. The bureau operates twenty-five year-round, full-time centers, and fourteen seasonal centers, thirty-one weeks a year, in addition to the thirty-six school buildings.

St. Paul's final effort to meet the new challenge has been the consolidation of the three separate bureaus of parks, playgrounds, and refectories into a single St. Paul Bureau of Parks and Recreation. This became effective last October. Such a combined operation will give more service for the tax dollar. Why don't you come to St. Paul and see how we are meeting the challenge? #

St. Paul will serve as host to the Great Lakes District Recreation Conference conducted jointly by the National Recreation Association, the Bureau of Parks and Recreation of the city of St. Paul, and the Minnesota Recreation Association, on April 4-7 this year. Bernard T. Holland, commissioner of parks and recreation, extends a warm invitation to delegates.

DAY CAMP PATTERNS

This roundup of current activity in the day camp field throughout the country shows what's new in program, facilities, standards, and, above all, ideas—new ways of looking at day camping and what it can do for the child who participates.

Day camping has steadily grown since its inception during the early days of the Works Progress Administration (remember the WPA?). Development was fragmentary, standards almost nonexistent, program elementary, but, year by year, day camping has improved—in facilities, standards, and program. It would be naive to suggest that improvement is still not needed; in many instances, standards are still minimal and programs too simple-minded, but maturity is on its way.

Among varying emphases in the notes that follow, each adds a new dimension in day camping. Note: An outstandingly popular facet of all these day camps was the presence of animals of all kinds. For your convenience, we are also including a digest of American Camping Association standards for day camps. Happy camping!

AT THE Farm and Country Day Camp, near Albany, New York, location and conditions practically dictate the program. First of all, it is an operating farm of 150 acres, with fields tilled, animals pastured and cared for, and also contains a forty-acre woodlot where timber and firewood are taken out. In addition, two streams pro-

vide swimming holes, paddle pools, and campsites; and birds abound in six-foot tall ferns in a marshland where beaver also build their dams. There are springs, berry patches, and a "sugar bush" of maple trees. Nearby are limestone caves to explore and mountains to climb.

The problem was to organize the program without spoiling the spirit of adventure and also to allow time for relaxation. A solution has been made along the following lines: swimming is the only regimented activity, conducted under strict Red Cross rules and under Red Cross-trained instructors. For the rest of the program, each of the five campsite groups (arranged by approximate ages) is assigned a day to participate in the following activities:

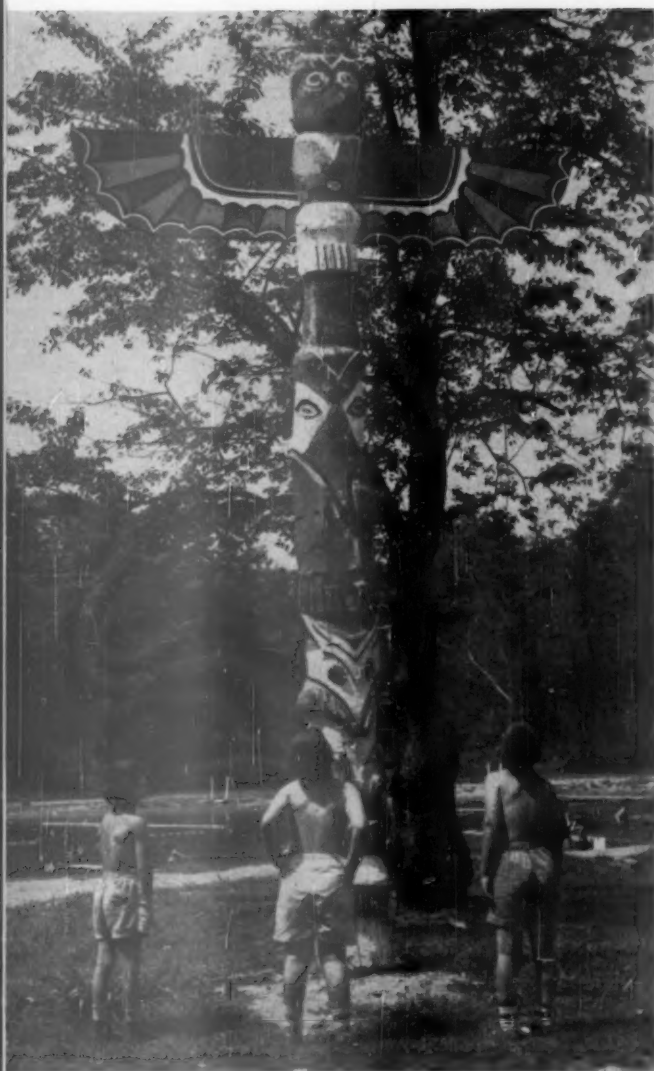
- *Farming.* Chickens fed, watered, eggs collected. Sheep, horses, and other animals given needed attention. Horsemanship, too, is taught on this day.
- *Shop.* Use of tools to make campsites more habitable or to benefit the whole camp with such projects as bridges, flagpoles, weather vanes, birdhouses, garden stakes, and scarecrows.
- *Naturecraft.* A shop, where native clay, rocks, flowers, grasses, nuts, or other natural materials are worked with for pleasure.
- *Campcraft.* Shelter building, fire building, cooking. Use of axes and crosscut saws.
- *Exploration.* Berry patches, marshlands, streams, woods.

Candy Mountain Day Camp in Leonia, New Jersey, has had horseback riding as part of its program for the last ten years without any casualties—refuting insurance experts.



Farm and Country Day Camp near Albany, New York, is an operating farm with fields to till and animals to pasture. Every moment is filled with "a sense of the earth."





Campers and counselors traditionally join in carving an authentic totem pole from a log felled in the woods at Knights Camp, Upper Saddle River, New Jersey.

Trips to caves, to climb nearby mountains, or a day at an outpost camp.

Problems are quite different from those confronting resident camps. Leadership for most day camps has to be found locally since the camp does not usually house the staff. Then, too, this leadership needs to be especially camp-minded so as to give every moment of the day a "sense of the earth" and its elements.

The counselor-in-training program may prove a help here. After three seasons of trial, the counselors here are enthusiastic over the freshness and sparkle these teen-agers contribute.—MAUDE L. DRYDEN, *Farm and Country Day Camp, Feura Bush, New York.*

Work Camp for Teen-Age Boys

A fine spirit of interagency cooperation between Fuld Neighborhood House, Newark, New Jersey, and the Essex

County Park Commission produced the Work Camp for Teen-Age Boys. The work camp was developed out of experiences with participants at Fuld House in a year-round teen-age program. It had become evident to many staff people that much irresponsible, near-delinquent, or delinquent behavior at this age level is rooted not only in the basic insecurity of home environments, but also in the youngsters' general feeling of being unwanted, unappreciated, with a resulting inability to develop self-esteem and positive orientation.

It seemed in order to offer them a program providing warm but strong leadership, an occupation from which the community would benefit, the self-esteem arising from such an occupation, and an honestly earned income. Once Fuld House evolved this policy, it approached the Essex County Park Commission to help implement it, which the commission did with understanding and generosity. Fuld House, it was decided, would be responsible for selecting participants, educational supervision, and transportation. The commission would provide the location for the project, work assignments, a foreman, tools, and wages for the young camper-workers, approximating two thousand dollars.

The program ran during the summers of 1957 and 1958, but was discontinued last summer because the commission had to cut its budget. Both Fuld House and the commission hope to get it going again in time for summer 1960. It would be a particularly appropriate move in view of the Youth Conservation Act of 1959, passed the end of last year by Congress. The act "authorizes establishment of a Youth Conservation Corps to provide healthful outdoor training and employment for young men and to advance the conservation, development and management of national resources of timber, soil, and range, and of recreational areas."

For complete details about the work camp, write Dr. Antoinette Fried, former executive director of Fuld Neighborhood House, now director of Group Work and Recreation, James Weldon Johnson Community Center, 1820 Lexington Avenue, New York 29. Martin Livenstein, at Fuld House, 71 Boyd Street, Newark 3, New Jersey, can tell you what the camp's future plans are.

Horseback Riding at Candy Mountain

Candy Mountain Day Camp has had horseback riding for the last ten years without a single serious casualty, despite the admonitions from brokers and insurance companies; it is the camp's most popular activity. The children ride each day in a fully enclosed corral and become remark-

ably proficient within a few weeks. The stable is the most popular place in camp on rainy days, the children vying with each other to curry animals, fix bridles, repair halters, polish saddles, and, yes, even muck out the stalls.

The program is successful only because of a rigid series of rules which receive strict compliance. All riding is done in the enclosed corral under the constant and demanding supervision of a mature horsewoman with many years of experience. Nor are the animals plugs purchased the day before camp. They belong to the riding master and have been with her at least a year before they are permitted to come to Candy Mountain. During that year they are "child-broken" and the ornery and cantankerous weeded out.

In the corral the mounting section is separate from the riding corral proper. There is no confusion between those who are riding and those who are mounting. For the beginners, mounting is done on a specially built mounting block to which the horses have been accustomed before camp opens. For the more advanced, the riding master teaches proper approach and mounting in another section of the corral. Specially mimeographed sheets are distributed through the camp paper, detailing each part of the horse's anatomy, names of each piece of equipment, and other miscellaneous terminology.

For really advanced riders there is a riding clinic during hobby periods, when they are taught advanced riding—seat, posting, animal care, and so on. These are the only children permitted outside the corral on the many lovely trails through the woods.

One of the largest problems has been with the insurance companies, who charge an excessively high, almost prohibitive, rate despite an excellent safety record. However, we intend continuing the riding program at Candy Mountain.—B. DREXLER, *Candy Mountain Day Camp, Leonia, New Jersey.*

Camping Briefs

• Ten years ago Camp J.C.C., in Stepney, Connecticut, had about 100 campers; last year, 550, with approximately 110 counselors. Several factors have promoted this growth: (1) the high ratio of counselors to campers; (2) excellent facilities, plus plenty of wide, open spaces, wooded areas, hills, and gulleys to explore, a brook for frog hunting and catching crawdads; and (3) the most recent innovation, a work-recreation program for the twelve-to-thirteen-year-olds who, after several years of camp, have become pretty blasé about the same old activities. Mornings, they are put to work on projects; afternoons, they are free to pursue any form of recreation they wish. The girls, for example, were assigned as counselors' aides to work with the younger children. The boys' work projects included clearing a large wooded hillside area, which was then converted into a shaded amphitheater. The boys also built bridges across brooks, graded the path up the hill leading to new cabins, decorated the camp barn with murals, among other activities. The satisfaction of seeing the results of their own handiwork has exceeded anything we dreamed of, and this project approach has also developed

in our campers a wonderful sense of responsibility and identification with the camp, the latter qualities very necessary at this age level.—ABE RABINOWITZ, *director, Camp J.C.C., owned and maintained by Bridgeport Children's Camp, Inc., operated by Jewish Community Center of Bridgeport.*

• Campers and counselors traditionally join in carving an authentic totem pole from a log felled in the woods belonging to The Knights Day Camp. It is carved, painted, and raised with much ceremony. Among other different projects initiated for the fourteen-year-old boys was the rehabilitation of an old Chevrolet truck. So beat up it had to be towed to camp, it was not long, with the guidance of an enthusiastic counselor, before the motor was taken down, cleaned, put back together again. And, what's more, it ran! The young campers also built themselves a miniature golf course, which gave them an overall sense of accomplishment, both in the actual building as well as the use of it after it was finished. We found it an excellent "quiet" activity for hot days or as an extension of the rest period. We utilize no kits in our crafts program, preferring basic materials. The youngsters use scraps; when they weave baskets they first soak the reeds in the stream.—MAURICE STERNBERG, *director, The Knights Day Camp, Upper Saddle River, New Jersey, and chairman, Day Camp Committee, American Camping Association, New York Section.*

• Two years ago the Chicago Park District held an unusual one-day camp institute for its 150 recreation employees, in Columbus Park. The institute was organized along the lines of an eighteen-hole golf course, utilizing the gymnasium, all clubrooms, the grounds, and the lagoon, with a different activity presented at each "green." Each small group was led around by a "caddy," a staff member wearing a red cap, who escorted each group from green to green and kept it on schedule. Canvas caddy bags, made for the occasion, contained mimeographed material and project samples. A committee conducted twenty-minute sessions on the specialty featured at each green. Naturally, there were breaks for snacks and meals. The method was not used so much for its novelty, but to add variety and more intimate contact with lecturers and specialists assigned to each subject. It also provided an orderly, organized way of handling a large number of people, where everyone had an opportunity to ask questions and inspect samples of handicrafts, photographs, posters, and various other camp projects.—JOHN R. DALENBERG, *area supervisor, Chicago Park District.*

Day Camp Standards

The following are among those standards planned to assure a creative, educational camping experience for every participant, as set up for organized day camping by the American Camping Association.

PROGRAM—

The camp program should afford an opportunity for the campers to participate in a creative outdoor group ex-



Camp J.C.C., in Stepney, Connecticut, offers a work-recreation program to appeal to those blasé twelve-to-thirteen-year-olds.

perience in a democratic setting, and should provide for the development of each individual.

A. The camp should develop objectives in the following areas:

1. Outdoor living.
2. Fun and adventure.
3. Social adjustment—for example, the development of independence and reliability, ability to get along with others, and values in group living.
4. An understanding of individuals and groups of varied backgrounds.
5. Improvement of health.
6. Skills and appreciation, particularly as related to the out-of-doors.
7. Spiritual values.

B. The program should be so planned, administered, and supervised as to lead to the achievement of the general objectives of camping and the special objectives of the particular camp. It is recommended that these objectives be stated in writing. Essentially, the program should be related to the central theme of living together in a natural environment and learning to enjoy the out-of-doors.

C. Within the general framework of the program there should be opportunity for cooperative planning of activities by campers and camp staff and an opportunity for some choice of activities by individual campers.

D. Program activities should be geared to the ages, abilities, and interests of the campers.

E. The program should provide opportunity for individual activity, for rest and quiet, for small group activity and for occasions involving the whole camp.

F. The pace, pressure, and intensity of the program should be regulated so that campers will have time for leisure and can participate in activities of their own will and at their own tempo.

G. The program should include occasional parent-participation activities and/or other techniques to strengthen

family relationships and parent understanding of program objectives.

H. Camps designed to offer a general program in camping should include a variety of situations in which the camper will have an opportunity:

1. To acquire a feeling of competence and to enjoy himself in the natural outdoor setting through camp skills and other activities common in camp life.
2. To participate in group projects, special events and ceremonies, and social activities.
3. To share in the care of and improvement of the camp.
4. To increase his knowledge and appreciation of the world in which he lives.
5. To learn his relationship to his environment through such media as nature crafts, using native materials, etcetera.

CAMPSITE, FACILITIES AND EQUIPMENT—

A. The campsite should provide a maximum of privacy and wherever possible be located away from densely populated areas and undesirable resorts. It should be free from unnecessary hazards and be properly drained. It should be located within a reasonable distance from the campers' homes depending upon the transportation available.

B. The site should provide natural resources that will make possible an outdoor living experience.

C. Buildings or other structures should be constructed safely and in accordance with any building code applicable to a given locality and maintained in safe condition.

D. There should be sufficient equipment and facilities kept in safe operating condition, to carry out stated objectives and program.

E. Adequate provision should be made for shelter of campers during inclement weather.

ADMINISTRATION—

A. All published statements, such as brochures, publicity, etcetera, should be accurate and complete.

B. The camp should have the following records:

1. Budget, financial statement, food records, and inventories.
2. All permits required by local and state authorities.
3. Written consent of parents for camper's attendance and participation in activities.
4. Registration card for each camper providing the important information.
5. Record of health examination and a statement by the camper's parent indicating the child's good health and including the disclosure of any limitations which would affect activities.
6. Record of first aid and medical treatment of campers, staff, or other persons.
7. Written agreements with all camp staff receiving salaries or wages.
8. Statement of insurance coverage.
9. Other records of the individual camper during the camp season or period, as deemed desirable by the camp administration. #



Transportation to camp is not just a ride but a get-acquainted adventure.

Handicapped children have the same needs and desires as all children, and they too respond happily to the friendships, adventures, and new experiences even a brief sample of camping offers.

SINCE 1937, the St. Louis Society for Crippled Children has been sponsoring handicapped children in several residential camps in this area. We have been fortunate in that Camps Wyman, Sherwood Forest, Derricotte, and River Cliff have been in-

DANIEL BOONE ROAMS AGAIN

— when the severely handicapped go day camping.

Dorothy Spear, MSW



Swimming and water fun, a healthy activity for all, requires careful supervision. From small pool some are promoted to larger one.



interested in helping integrate the handicapped child into regular camps. Over this period of time, we found a number of children who could not and should not go to a regular camp. These children had a degree of disability so severe that they could not handle themselves in regular camps and, in some instances, were too immature or had the kind of disabilities that automatically ruled them out.

In 1957, we received a grant to start plans for these children so that they,

too, might have a camping experience. We purchased thirty-eight acres in St. Charles County, twenty-five miles from the heart of St. Louis. Since this camp is near Daniel Boone's home, and near the Daniel Boone Highway, the children voted to give the camp his name. We continued to use city and agency camping facilities, reserving Daniel Boone Camp for the severely involved.

We accept all orthopedic diagnoses and have no limitations on the number of children in wheelchairs for a ses-

sion. We accept children with such diagnoses as spinal bifida, Legg-Perthes, hydrocephalus, postpolio, postencephalitis, post brain-tumor operation, cerebral palsy, epilepsy, and blindness.

We believe that handicapped children are, first and foremost, children. When we plan day camping for them, we want camping personnel, not specialists in the field of the handicapped. Our children so often have relationships with adults on the basis of ther-

Daniel Boone still proves to be a good shot in the wilderness. Infirmities are quickly forgotten at camp. Here, the handicapped child learns to get along with others and with himself.

The handicapped, too, have their hopes and dreams which can be fulfilled and strengthened when living close to the beauties of nature. Their environment is often too restricted.



The creative urge ignores handicaps, brings individual purpose and satisfaction to everyone alike. In addition to creative arts, there is also singing and storytelling.



apy, through which the child is supposed to achieve. This means the children are being asked to do things. We feel that the youngsters will benefit by good camper-counselor relationships, and this has turned out to be true. Our children relate well to their counselors; here is someone who is paying attention to them just for fun. We have been fortunate in drawing counselors of high calibre; these are young people who, for the most part, are in college, specializing in the humanities. They accept our children wholeheartedly, and there have been no morbid reactions.

Out of this good counselor relationship, and the opportunity for our children to be in an out-of-doors setting and in a group situation, have come some specific physical and emotional benefits. Most important is the heightened morale in child and parent. For example, one youngster, involved in all extremities, without much hope of walking, got tired of crawling across gravel and grass, got up in a walker and the next year, on crutches. Some youngsters, used to being carried around, saw other children walking and became more motivated in their attempts to walk.

CHILDREN have an ingrown growth factor; they grow and learn by play. Recreation to them is truly recreating. A child utilizes his growth in exploring his environment. A handicapped child's environment is often restricted. We found camping a good vehicle for this growth, providing a natural way for the child to learn about it. In facilitating and fostering play opportunities, we are at the same time helping the child to learn to get along with others and with himself. So often, handicapped children are left stranded as others run away.

The camp program for these children is the same as for any others, with some slowing down, but with modifications kept to a minimum. Since our staff is camping-oriented, we provide the basic activities and conduct our program as in a residential camp, except that the children do not stay overnight. We have nature lore, swimming, hikes, rifle shooting, archery, and large mobile toys. We have singing, storytelling, and

skits, as well as creative arts. All of this is done out-of-doors. The children rest on pallets on the ground, which the Missouri summer climate makes possible.

We have a small swimming pool, bathhouse, and farmhouse with screened-in side porch, which we use as a dining hall. In addition to our small pool, we use plastic tools for the more handicapped or timid children, some of whom graduate to the larger pool while attending camp. There is a log cabin on the premises with a fireplace and an overhanging roof under which we conduct craft activities. We do not plan for such sedentary activities as TV or movies. When the children are resting, they either rest, read, or have a counselor read to them.

Many of our children come from the center of town; so nature lore is something brand new and wonderful to them. In addition, our farm animals entrance them. We also have a pony and all children who wish to can ride the pony, long leg braces or not. Our ratio is two counselors to five children, but we also have specialists in nature and crafts.

CHILDREN and staff meet at the rehabilitation center and forty-five minutes later are at camp. This is not just travel time, for the children learn songs and riddles and have a chance to become acquainted with the counselors and each other.

Before camp opens, we arrange an orientation meeting with staff, discussing each child and his condition. We also provide the camp staff with a detailed medical-social record. However, we find that those with good camping background go ahead, do not need the record nor detailed medical information. Emergency medical care is planned for in case the family doctor cannot be reached, but in three years no medical care has been necessary.

At present, we plan three sessions of two weeks, each of which permits some age grouping. Our first session is for the younger children, from about six to eight years of age; the second, for those around nine to eleven years; and the third, for teen-agers. We enroll twenty-five children per session.

Campers are accepted only after med-

ical clearance and evaluation of the doctor's recommendations in terms of the child's ability to benefit from camping. In addition to the children in our own rehabilitation program, we accept children who are referred to us from outside sources. One social worker, who has worked for a number of years on camp placements, is assigned to handle all camp applications from outside referrals. She, with the doctor, the family and child, work out camping plans either for regular camp or Daniel Boone. Our experience in integrating children with many different diagnoses, including blind and epileptic children, has demonstrated that this can be done successfully in a camping program as long as groups are small, program flexible, and staff adequately prepared.

WE EXPECT to graduate some children from day camp to regular camp next year. There are some who have been overprotected by parents and others, to the extent that they do not achieve a degree of physically possible independence. These, through Camp Daniel Boone, demonstrate what they can do, to parents and other adults taking care of them. This, in turn, lays the groundwork for both child and parent to face separation next year when the child attends a sleep-away camp.

Handicapped children should not be denied the many interesting facets of nature, which we attempt to provide in our own camp planning. These children go to camp like other children they know—they have something to talk about—they have had a full day and are no trouble to put to bed.

At Daniel Boone, we have tried to provide a setting to foster emotional and physical growth and a love of outdoors. We do not want to baby-sit outdoors. We believe there is a difference between camping and baby-sitting outdoors, and it is our policy to stress camping by hiring counselors equipped to do just that. Handicapped children desperately need this experience; the greater the handicap, the greater the need. #

MRS. SPEAR is a caseworker for the St. Louis (Missouri) Society for Crippled Children, affiliated with the National Society for Crippled Children and Adults.

A community's effort to stimulate camping in an era of shrinking "open spaces."

KEEP THE CAMPFIRES BURNING

Joseph W. Halper



Campers depart from school demonstration area for two-mile hike to waterfront and takeoff by launch for adventure on Pearsall's Hassock.

ATTEMPTS by suburban communities to establish camping programs have been thwarted constantly by the increasing lack of suitable and easily accessible land. The remnants of local wildernesses desired by camping enthusiasts are yielding to housing developments and disappearing from the scene. This problem of vanishing open areas, which compels long trips to reach suitable locations, has been one of the major deterrents to good camping programs in many of the more crowded areas of our country.

In the spring of 1958, the community of Oceanside, New York, moved to solve this problem and develop its own community camping project. Oceanside is a heavily developed, unincorporated suburban community located on the south shore of Long Island, with a population of approximately

MR. HALPER is director of recreation, Oceanside, New York, Public Schools.

32,000. The community recreation department, which is five years old, is under the auspices of the board of education and is financed from the public appropriation for education.

Upon consultation with the Long Island Park Commission, the community was informed, unhappily, that because of the increasing pressure of population growth, Long Island state parks could no longer support such activities as group camping.

Oceanside then turned to its own resources. After careful investigation, two particular areas were selected with specific purposes in mind; the first, for its particular suitability as an area of camping demonstration and education; the second, for its appropriateness as an adventure campsite.

The demonstration site, a plot of eight thousand square feet, is situated in a corner of the high-school athletic field where several good-sized shade trees stand. This area was developed as a joint community project by the Kiwanis Club and the Girl Scouts, who shared the expense. Other community scout agencies assisted the recreation department in planning facilities, which included a fifteen-foot-diameter teepee, an Adirondack leanto, a work shelter, weather station, an ax yard with chopping blocks, park-type fireplaces, several picnic tables, and a handpump well. The area is enclosed by a stockade-like rustic fence.

This facility was planned for the handling of troop- or class-size groups, one of its main functions being to teach camping skills, such as fire building, outdoor cooking, axmanship, meal planning, weather prediction, and other camp crafts in a camplike surrounding. The camp was also intended as a leadership training facility and

an outdoor education teaching station for the school system.

After the basic skills are taught in this demonstration area, the recreation department utilizes an above-tidewater sand bar, two hundred yards off the shore of the community, for the adventure phase of its camping program. This gives campers an opportunity to use the skills and knowledge learned at the demonstration area in practical living experiences.

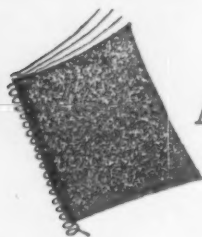
It was a familiar sight this past summer for residents of Oceanside to see groups of twenty to thirty campers departing from the demonstration area in the high-school grounds, to hike two miles with pack and gear to the waterfront. Here a waiting motor launch transported the groups to Pearsall's Hassock, situated in the middle of Hewlett Channel, where they would spend two days camping in natural surroundings.

The Oceanside School District Recreation Department met with gratifying success in this two-phase camping program and plans to expand the program in seasons to come. The areas are also being reserved by community scouting groups. The camp demonstration area is under the Oceanside Board of Education for control and maintenance. Reservation for its use is made through the school district office in the same manner as other school facilities.

Most communities have plots at least this size, on school grounds or other public lands, that can be developed at costs of less than fifteen hundred dollars, if the talents of the community are properly organized and utilized. Thus, the problem of securing suitable land need not be as great a setback in developing a community camping project as may at first appear. #



Making camp on above-tidewater sandbar.



A REPORTER'S NOTEBOOK

A-Boating They Do Go

• Americans owned 7,800,778 pleasure boats of all kinds at the close of 1959, according to the Mobil Oil Company. Of this total, 4,804,000 were boats specifically designed to use power. This includes inboard gasoline- and diesel-engine boats and those having transoms for outboard motors. The company's latest survey showed 6,709,000 boat motors of all types in the U.S. and its principal territories. By far the largest part of these, 5,845,000 were outboard motors. In addition to boats specifically designed to use power, the survey reported 2,500,000 rowboats and dinghies and 496,000 sailboats. Many of these craft use motors at times.



New York State continued to lead in the total number of power-designed boats with 457,000 (9.52% of the nationwide total). Other states with more than 200,000 power-designed boats each, with their percentage of the national total, were: California, 340,292 (7.08%); Minnesota, 332,467 (6.92%); Illinois, 263,473 (5.48%); Florida, 251,287 (5.23%); Ohio, 250,382 (5.21%); and Texas, 241,090, (5.02%).

• Water-borne "hot-rodders" have become a major headache to waterfront communities across the nation. The New York City Police Department's Harbor Precinct, with a thirteen-launch fleet, has clamped down on violators of the state navigation law: operators of inboard or outboard motorboats who drop refuse in the water or use boats with noisy mufflers or cutouts; speeders and cutups; reckless water skiers and rash surfboard riders. In Fairfield County, Connecticut, police depart-

ments have taken to sending their men to classes in waterfront activities to cope with the rise in pleasure boating. Their duties range from preventing juvenile vandalism and rounding up "joyriders" who abscond with boats to rescuing becalmed Sunday sailors. They are also taking skin-diving lessons for rescue work.

Spotlight on Youth

• Juvenile delinquency cases in Ramsey County, Minnesota, have decreased for the first time in five years and the chief probation officer has commended Bernard T. Holland, commissioner of the St. Paul Bureau of Parks and Recreation, for his help in this area. Probation officer John K. Donahue stated, "Good playground administration does much to reduce delinquency." The county's juvenile delinquency caseload dropped from 1499 in 1958 to 1308 in 1959. (For other news of St. Paul, see Page 110.)

• There are tens of thousands of children who literally have never seen a green hillside, and at the rate the countryside is receding, perhaps they never will. Nature Centers for Young America (formerly the National Foundation for Junior Museums) is now conducting programs in some dozen states to aid the establishment of "Green Islands of Nature," before subdivision and development close the gates forever. The organization offers professional advice on how to set up nature centers and organize educational and recreation programs for nature study.

• In a recent New York State Regents examination a student referred to "people bearing the *grunt* of heavy taxation."

• Authorities in Prince Georges County, Maryland, report that juvenile offenders while away their time in jail reading fan mail from teen-age girls.

People in the News

Howard C. Hites has joined the Los Angeles County Department of Parks and Recreation as social and cultural activities director. Until recently Mr. Hites was general manager of the Southeast Recreation and Park District, with headquarters at



Norwalk. Previously he held executive recreation and managerial positions in San Marino, with the Welfare Federation of Los Angeles, the city of Beverly Hills, Beverly Hills Youth Center, and Volunteers of America, Los Angeles.

After more than thirty-six years of service as a city of Los Angeles employee, Ernest M. Reeves, senior park foreman, recently retired. Mr. Reeves, who had reached the compulsory retirement age of seventy, entered city service on September 2, 1924, as a laborer in the former park department. He was appointed senior park foreman in 1945.

Los Angeles reports that Edgar C. Lindgren, Los Angeles City Recreation

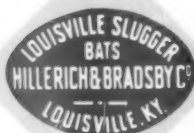


and Park Department senior gardener, hasn't used a single day of his sick leave in thirty-two years! Congratulations are in order and best wishes for another thirty-two sickfree years.

Nuclear chemist Glenn Theodore Seaborg knows the difference between an atom and a golf ball but finds them both pesky. When he isn't busy being the chancellor of the University of California in Berkeley and winning international awards (Nobel Prize in chemistry, 1951, and the fifty-thousand-dollar Enrico Fermi Award, 1959), Dr. Seaborg joins his four sons (he also has two daughters) and neighborhood kids in the large lot next to his home in Lafayette. He has converted this into a playground with a baseball diamond and a tennis court that doubles as basketball and volleyball court. A discoverer of the plutonium used in atomic bombs, Dr. Seaborg also tries to be scientific about his golf game.

Mrs. Maurine Evans is the new superintendent of recreation in Springfield. (Continued on Page 121)

1960



LOUISVILLE SLUGGER

Genuine Autographed

BASEBALL BATS

We make them RIGHT... Performance makes them FAMOUS.



125 GENUINE AUTOGRAPHED LOUISVILLE SLUGGER—POWERIZED. Natural ash white finish. Turned from choice, open-air-seasoned white ash. Genuine autographed models of the twenty sluggers listed below comprise the No. 125 line. An assortment of not fewer than six different models is guaranteed to each carton of one dozen. Packed 4/33", 5/34", and 3/35" bats in each carton. Shipping weight, 27 pounds. **Each \$4.60**

MODELS:

Henry Aaron
Richie Ashburn
Ernie Banks
Yogi Berra

Orlando Cepeda
Bob Cerv
Rocky Colavito
Joe Cunningham

Nelson Fox
Al Kaline
Harmon Killebrew
Ted Kluszewski

Harvey Kuenn
Mickey Mantle
Ed Mathews
Jackie Robinson

Duke Snider
Frank Thomas
Gas Trivelpiece
Ted Williams

125S SPECIAL AUTOGRAPHED LOUISVILLE SLUGGER—POWERIZED. (Not illustrated). Quality and finish identical to No. 125 above, but turned to slightly smaller dimensions for the particular requirements of High School, Prep School, Babe Ruth League, Pony Baseball, and other teen-age players. Listed below are the autographed models in the 125S group. An assortment of not fewer than six different models is guaranteed to each carton of one dozen. Packed 4/32", 5/33", and 3/34" bats in each carton. Shipping weight, 24 pounds. **Each \$4.60**

MODELS:

Henry Aaron
Richie Ashburn
Yogi Berra

Rocky Colavito
Al Kaline
Harmon Killebrew

Harvey Kuenn
Mickey Mantle
Ed Mathews

Jackie Robinson
Duke Snider
Ted Williams

43 ASH FUNGO. GENUINE LOUISVILLE SLUGGER—POWERIZED. (Not illustrated). Quality and finish identical to No. 125 above. Each carton of one dozen contains three (34") infield and nine (37" and 38") outfield fungoes. Shipping weight, 20 pounds. **Each \$4.60**



125 EBONY FINISH—GENUINE AUTOGRAPHED LOUISVILLE SLUGGER—POWERIZED. Turned from choice, open-air-seasoned timber. Rich ebony finish with gold branding. Six different models are guaranteed to each carton of one dozen. Packed 4/33", 5/34", and 3/35" bats in each carton. Shipping weight, 27 pounds. **Each \$4.60**



150 GRAND SLAM—Natural white finish. Turned from select northern white ash timber. Patterned after the original models of the famous sluggers whose names they bear. Six different models guaranteed to each carton of one dozen. Lengths 4/33", 5/34", and 3/35" bats in each carton. Shipping weight, 26 pounds. **Each \$3.60**

150S SPECIAL GRAND SLAM—(Not illustrated). Quality and finish identical to No. 150 above, but turned to slightly smaller dimensions for the particular requirements of High School, Prep School, Babe Ruth League, Pony Baseball, and other teen-age players. Six different models guaranteed to each carton of one dozen. Lengths 4/32", 5/33", and 3/34" bats in carton. Shipping weight, 24 pounds. **Each \$3.60**



140S SPECIAL POWER DRIVE. Natural white finish. Turned from fine white ash. Patterned after the original models of the famous sluggers whose names they bear, but turned to slightly smaller specifications for the particular requirements of High School, Prep School, Babe Ruth League, Pony Baseball, and other teen-age players. Six different models guaranteed to each carton of one dozen. Assorted lengths 32" to 34"; shipping weight, 25 pounds. **Each \$3.10**

Bats for PONY BASEBALL

Numbers 125S, 150S, 140S, and 130S (also the Junior and Little League numbers) are approved for PONY BASEBALL play. These numbers are particularly suitable for players of this age group.

Bats for BABE RUTH LEAGUE

Any baseball bat in the Louisville Slugger line not longer than 34" may be used in BABE RUTH LEAGUE play. However, the "specials" (125S, 150S, 140S, and 130S) are particularly suitable for players of this age group.

HILLERICH & BRADSBY COMPANY, INC., LOUISVILLE, KENTUCKY

Also Makers of Grand Slam Golf Clubs

Printed in U.S.A.

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H & B BASEBALL BATS



14W SAFE HIT. Finished in natural ash white and supplied in an assortment of famous sluggers' models in each carton of one dozen. Assorted lengths from 32" to 35"; shipping weight, 26 pounds. **Each \$2.70**



11B BIG LEAGUER. Black finish with white tape grip. An assortment of famous sluggers' models in each carton of one dozen. Lengths range from 32" to 35"; shipping weight, 27 pounds. **Each \$2.30**



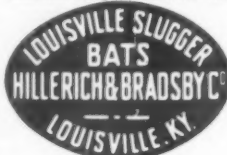
130S SPECIAL SAFE HIT. Turned from ash with rich dark maroon finish. Patterned after original models of the famous sluggers whose names they bear, but turned to slightly smaller specifications for the particular requirements of High School, Prep School, Babe Ruth League, Pony Baseball, and other teen-age players. Six different models guaranteed to the carton of one dozen, assorted lengths 32" to 34"; shipping weight, 24 pounds. **Each \$2.30**



9 LEADER. Light brown finish. Assorted famous sluggers' models. Assorted lengths, from 32" to 35"; shipping weight, 27 pounds. **Each \$1.80**

LITTLE LEAGUE

Performance makes them Famous



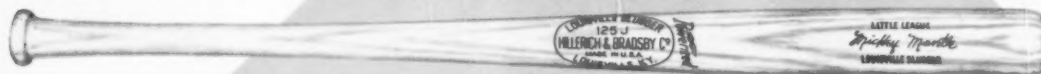
AND JUNIOR BATS



125LL GENUINE AUTOGRAPHED LITTLE LEAGUE LOUISVILLE SLUGGER. Large-size junior bat. Turned from select, open-air-seasoned white ash and hickory. Each carton of one dozen contains approximately half with natural white finish and half with antique finish. Autographs of Henry Aaron, Yogi Berra, Rocky Colavito, Nelson Fox, Mickey Mantle, and Ted Williams. Packed 3/29", 4/30", 3/31", and 2/32" bats in each carton. Shipping weight, 21 pounds. **Each \$3.50**



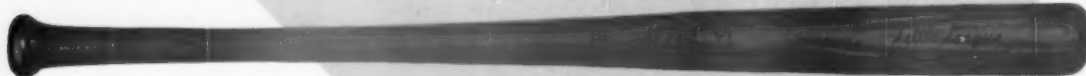
125BB GENUINE AUTOGRAPHED LITTLE LEAGUE LOUISVILLE SLUGGER—EBONY FINISH. Large-size junior bat. Turned from select open-air-seasoned timber. Imprinted white tape grip. Autographs of Henry Aaron, Yogi Berra, Rocky Colavito, Nelson Fox, Mickey Mantle, and Ted Williams. Lengths, 3/29", 4/30", 3/31", and 2/32" bats in each carton. Shipping weight, 22 pounds. **Each \$3.10**



125J GENUINE AUTOGRAPHED LITTLE LEAGUE LOUISVILLE SLUGGER. Medium-size junior bat. Turned from select open-air-seasoned ash. Approximately half of the 125J bats have natural finish as shown above; the other half have an ebony finish. Autographs of Henry Aaron, Yogi Berra, Rocky Colavito, Nelson Fox, Mickey Mantle, and Ted Williams. Lengths 3/29", 4/30", 3/31", and 2/32". Shipping weight, 20 pounds. **Each \$2.70**



JL LITTLE LEAGUE "It's a Louisville." Large-size junior bat with two-tone black barrel and white handle finish. Each bat contains the name of one of these famous hitters: Henry Aaron, Yogi Berra, Rocky Colavito, Nelson Fox, Mickey Mantle, and Ted Williams. Lengths 29" to 32". Shipping weight, 21 pounds. **Each \$2.30**



J2 LITTLE LEAGUE. Large-size junior bat. Light brown finish. Each bat branded with name of one of these famous hitters: Henry Aaron, Yogi Berra, Rocky Colavito, Nelson Fox, Mickey Mantle, and Ted Williams. Lengths 29" to 32". Shipping weight, 20 pounds. **Each \$1.80**

LOUISVILLE SLUGGER

Performance makes them Famous



SOFTBALL BATS



125Y LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT—MODEL 12. For the consistent hitter, a small-barreled bat with gradual taper to small grip. Antique finish. Finest selection of second-growth ash and/or hickory. One dozen to carton, 6/33" and 6/34"; shipping weight, 24 pounds. Each \$3.60



125SP LOUISVILLE SLUGGER "SLOW-PITCH" SOFTBALL BAT—ASSORTED OFFICIAL MODELS. Designed for the rapidly expanding game of slow-pitch softball and the more experienced player preferring a bat with more heft. Antique finish hickory. One dozen in carton, 6/33" and 6/34"; shipping weight, 28 pounds. Each \$3.25



125W LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT. Assortment of popular models packed in carton of one dozen. Turned from select ash and/or hickory, and Powerized. Finished in natural ash-white. Lengths, 6/33" and 6/34"; shipping weight, 23 pounds. Each \$3.25



125B LOUISVILLE SLUGGER "METEOR" OFFICIAL SOFTBALL BAT. A splendid assortment of models that will meet requirements of the various types of hitters. Red maroon finish. Turned from select ash and/or hickory, and Powerized. One dozen in carton, 6/33" and 6/34"; shipping weight, 23 pounds. Each \$3.25



125C LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT—MODEL 8. "Fast-Swing" model for hitting fast pitching. Bottle-shaped large barrel that tapers quickly to small grip. Natural white finish. Turned from select ash and/or hickory, and Powerized. One dozen to carton, 6/31" and 6/32"; shipping weight, 24 pounds. Each \$3.25



250B LOUISVILLE SLUGGER "ROCKET" SOFTBALL BAT—ASSORTED OFFICIAL MODELS. A splendid variety of models—answers full team requirements. Ebony finish. Turned from select ash and/or hickory. One dozen in carton, 6/33" and 6/34"; shipping weight, 24 pounds. Each \$3.25



125T LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT—MODEL 6. For heavy hitters—a bottle-shaped model with large barrel, tapering quickly to a medium grip. Natural white finish. Turned from select ash and Powerized. One dozen to carton, 6/33" and 6/34"; shipping weight, 24 pounds. Each \$3.25



250C LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT—MODEL 8. "Fast-Swing" model for hitting fast pitching. Bottle-shaped—large barrel that quickly tapers to small handle. Ebony finish. Turned from select ash and/or hickory and Powerized. Each carton, 6/31" and 6/32". Shipping weight, 25 pounds. Each \$3.25



125L LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT—MODEL 1. For girl hitters. A small-barreled bat with gradual taper to a small grip. Natural white finish ash and Powerized. One dozen in carton, 33" lengths. Shipping weight, 20 pounds. Each \$3.25

LOUISVILLE SLUGGER and H & B SOFTBALL BATS



200A LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT. Supplied in assorted softball models. Finished in brown antique and Powerized. Turned from high-quality ash and/or hickory. One dozen to carton, 31" and 32" lengths; shipping weight, 22 pounds. **Each \$2.90**



102 LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT. Assorted popular softball models of first quality ash and hickory. Oil Tempered and finished in saddle brown. Packed one dozen to carton, 6/33" and 6/34"; shipping weight, 24 pounds. **Each \$2.90**



100SP LOUISVILLE SLUGGER SLOW-PITCH OFFICIAL SOFTBALL BAT. Turned from high quality ash and/or hickory and finished in medium brown. One dozen in carton, 6/31" and 6/32"; shipping weight, 24 pounds. **Each \$2.90**



100W LOUISVILLE SLUGGER OFFICIAL SOFTBALL BAT. Assorted popular softball models. Turned from high quality ash and/or hickory. Natural white finish and Oil Tempered. One dozen in carton, 6/33" and 6/34"; shipping weight, 22 pounds. **Each \$2.90**



56 "It's a Louisville" OFFICIAL SOFTBALL BAT, Natural finish. Ash and/or hickory. Green zapon grip. One dozen assorted models in carton, 33" and 34" lengths; shipping weight, 23 pounds. **Each \$2.20**



54 "It's a Louisville" OFFICIAL SOFTBALL BAT. Assorted models turned from ash and hickory. Brown finish and black zapon grip. One dozen in carton, 6/33" and 6/34"; shipping weight, 23 pounds. **Each \$2.20**



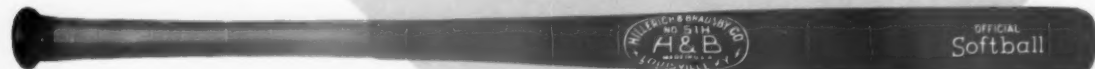
54C "It's a Louisville" OFFICIAL SOFTBALL BAT—Bottle-shaped "Fast Swing" model. Made of ash and hickory, with ebony brown finish. One dozen in carton, 6/31" and 6/32"; shipping weight, 24 pounds. **Each \$2.20**



54L "It's a Louisville" OFFICIAL GIRLS' MODEL. Natural white finish ash with blue zapon grip. One dozen in carton, 33" length; shipping weight, 19 pounds. **Each \$2.20**



52H OFFICIAL SOFTBALL BAT. Turned from ash and/or hickory and finished in ebony. One dozen assorted models to carton, 33" and 34" lengths; shipping weight, 23 pounds. **Each \$1.80**



51H OFFICIAL SOFTBALL BAT. Turned from ash and/or hickory with maroon finish and gray zapon grip. Assorted models. One dozen to carton, 33" and 34" lengths; shipping weight 23 pounds. **Each \$1.70**



50 OFFICIAL SOFTBALL BAT. Brown finish. One dozen assorted models to carton, 33" and 34" lengths; shipping weight 22 pounds. **Each \$1.30**

In Softball as in Baseball... One Trademark stands Supreme

field, Illinois, succeeding H. Francis Shuster, who has resigned. Mrs. Evans has been with the playground and recreation commission since 1928 and was recently elected vice-president of the recreation division of the Illinois Association for Health, Physical Education, and Recreation.

Howard R. Stagner has been named chief naturalist of the National Park Service. He had been assistant chief of the Mission 66 staff in the Washington office of the Service. Mr. Stagner, who joined as a ranger-naturalist in Yellowstone National Park in 1933, succeeds John E. Doerr, now superintendent of Olympic National Park, Washington.

As chief naturalist, Mr. Stagner's duties include direction of the service's development of naturalist's programs in park areas, wildlife, and other natural sciences.

NRA Pacific Southwest district representative John J. Collier was honored recently by the Arizona Recreation Association with its Fellow Award for his outstanding service to the association and the recreation movement in Arizona. Dennis McCarthy, Awards Committee chairman and director of the Arizona State Park Board, said, "I can sincerely say that the stature which the Arizona Recreation Association enjoys today to a great extent can be attributed to this man's great efforts and interest, his vigorous and zealous support for the aims and objectives of the association during the past five years." Well done, John!



Recreation USSR

In a report on social welfare in the Soviet Union, the *Social Welfare Forum*, 1959, reports "... other broad areas of social services carried out by the Soviet government include summer camps for children and youth and various recreation clubs (called 'pioneer clubs') in after-school hours that are in addition to normal recreational and cultural activities. Activities for adults are largely concentrated in facilities for recreation and education in individual business enterprises, and at so-called 'houses of culture' ... established through funds collected by the trade unions. The latter provide group recreational activities that include gymnasium and sport activities, libraries, game rooms, and facilities for developing group talent in art, music, and drama. The houses of culture are generally established by particular factory trade-union groups, although other people in the locality may attend. There are some special houses of culture for particular groups, such as the deaf and dumb."

In Memoriam

• A. B. Graham died recently in Columbus, Ohio, at the age of ninety-two, just fifty-eight years after he organized what became the world's first 4-H Club. The movement, which began in Springfield, Ohio, on January 15, 1902, has spread over the world (see RECREATION, February 1960, Page 60). Mr. Graham's group, a boys' and girls' agricultural club, joined with similar clubs under the 4-H name in 1930. Mr. Graham was the last survivor of a com-

mittee, which, in 1906, prepared the initial plan for junior high schools in this country.

• Eric L. Madisen, Sr., of Appleton, Wisconsin, known in park and recreation circles as the publisher of *Park Maintenance* and *Parks and Recreation in Canada*, died recently after being semiretired for about a year. He was interested in furthering the cause of park improvement and was ever-ready with ideas and help to those who had plans or problems.

• Mrs. Amy Brighthurst Brown deForest of Plainfield, New Jersey, was killed in the recent plane crash in Jamaica, the West Indies, at the age of eighty-two. Mrs. deForest and the late Mr. deForest had aided the National Recreation Association ever since 1913, Mr. deForest having served as a sponsor for thirty-four years.

• Dr. Caleb Guyer Kelly known as the Methodist "baseball missionary," died in Casablanca, Morocco, in January, at the age of seventy-three. Dr. Kelly, who organized 160 ball clubs in Tunisia, Morocco, Algeria, and Libya, was also known by thousands of American seamen for whom he organized over two hundred international games. Dr. Kelly once said, "Baseball teaches good sportsmanship and give and take—two qualities badly needed in the world today."

• Henry H. Tryon, a consulting forester, and for twenty-two years director of the Black Rock Forest in New York's Bear Mountain area, died recently at the age of seventy-one. Most of his adult life had been spent in forestry. At one time he was extension forester for South Carolina. #

Community Art Week in Middletown Township, New Jersey, was inaugurated in 1958, and packs a solid calendar of cultural activities into four very busy days. The festival

uses the high school while it is vacated for a teachers' convention. The cafeteria is transformed into an exhibition hall for the display of paintings, sculpture, ceramics and mosaics.





THE FAMILY OUTDOORS

CAMPS AND CAMPING

FAMILY CAMPING is unique in the camping movement because it takes the family as a whole unit and places it in a situation where members have a chance to observe each other in activities other than those of the normal home life. Each has an opportunity to see and appreciate the other's abilities. Family members get to know each other better through this exhibition of skills; the children see their parents take part in events they ordinarily don't engage in. The whole effect is one of increasing family solidarity, contributing to greater family activity as a unit. Thousands of Americans are enjoying this type of vacation every year, discovering for themselves the beauties of the open—woodland and lake, mountains and sea.

Family camping came into existence during the first decade of the twentieth century. There is now a marked trend in the country, in state and national parks, and conservation departments to provide more facilities for family camping.

Forms of Family Camping—Family camping takes many forms. Individual families may camp out in state and national parks. Family camps owned and operated by private or agency organizations may have each family living in cottages or other dwellings. Family camps may have a separate unit for children and another for parents. The latter should not be termed a "family camp." It is, at best, a camp for children and a vacation for parents. This, of course, might be the parents' reason for going to such a camp. There are camps that do not specialize in family

camping, but permit families to attend, along with their regular program.

Objectives—The objectives of organized family camping, as set up by the American Camping Association, are: (1) to help family members have fun together, (2) to provide the activities that enrich family living and relationships, (3) to help families develop knowledge and skills for their own, (4) to stimulate personal development through family group planning. National and state parks buzz with families in summer, most of them tent campers, and a growing number of public recreation departments are helping community families to learn more about the arts of camping.

In New Hampshire, Wink Tapply, National Recreation Association district representative, conducts a "Family Camporee" in White Lake State Park after Labor Day. Last year, over sixty-five families, representing twenty-eight New Hampshire communities, attended this weekend of family recreation. In writing about it in *Forest Notes*, New Hampshire conservation magazine, editor Leslie S. Clark says, "I predict that the attendance next year will again increase greatly, with the danger of having no New Hampshire campground big enough to hold all the families that would like to participate. . . . If educational programs were available in the various state camping areas, it would help develop good recreational use of the outdoors and contribute to a better understanding of our water, wildlife, and forest resources." The state operates eight campgrounds.

A FAMILY VACATION NIGHT

EVERY RECREATION director and supervisor hopes to reach as many families in his community as possible. Time and effort devoted to this program are rewarding when large groups participate and return time after time. To achieve this means a constant search for new ideas with public appeal. "Family Vacation Night" is one of these.

Devotees of family camping are numbered not in thousands but in millions. As knowledge spreads, numbers continue to increase. Many who have considered family camping have never put it into practice because they lack the opportunity to see how it is done and to appreciate its possibilities. A "Family Vacation Night," offering speakers, films, slides, exhibitions of equipment and seasoned campers to give first-hand information will kindle the spark for a lively evening.

It is easy to get a stimulating speaker, either from your conservation department, natural history museum, or ranger station. Any scout executive office can furnish a number of individuals with practical experience. They are always willing to cooperate in every way. As an added feature find a shutterbug camper to show his skill with photography of camp subjects. Include films that are loaned or rented for a small sum by conservation departments, states, or regions that wish to advertise their recreation facilities.

Each state will send you detailed information on its camping areas. The National Park Service, U. S. Department of the Interior, and National Forest Service, U. S. Department of Agriculture (both Washington 25, D. C.), will supply you with maps and booklets and tell you where camping is permitted. The National Campers and Hikers Association, 1507 National Newark Building, Newark 2, New Jersey, will contribute copies of *Tent and Trail*. Manufacturers will set up demonstrations of their wares, contribute piles of pamphlets, possibly donate prizes or samples of dehydrated foods.

Undoubtedly, local merchants who handle camp equipment will find it advantageous to demonstrate the latest thing in tents, lanterns, stoves, and gadgets that make out-

door living such an easy and delightful way of life. At a recent meeting one concern demonstrated its stove by serving hot dogs and hamburgers "on the house." The Ford Motor Company has a loan exhibition of every conceivable type of equipment. The neighborhood library, always willing to participate in community activities, will be pleased to send a display of books and publications on camping. All these things furnish material for an unusual evening.

Games for the evening should be suitable for camp use. Contests should be devised that illustrate camp skills and use of equipment. Can you imagine the laughter involved during a skit on how to put up a tent with novice and inexperienced campers as demonstrators? Or the hilarious antics of new camp cooks flipping flapjacks or flapping flapjacks? How about the technique of undoing a bedroll and getting into a sleeping bag?

Additional Activities—Where space permits, a complete campsite might be set up on a playground. Neighbors with experience are more willing to cooperate, exhibit their gear for admiring friends, and so on.

It is not unheard of to plan an actual weekend of camping as a practical demonstration, to further community understanding. You will find more participants than you'd expect. Last year, in Connecticut, five hundred families spent such a weekend camping together. In May this year families from New England and other Eastern states camped in Pennsylvania under NCHA sponsorship.

One vital factor that lends great appeal to family camping is its economy. Lodging is the most expensive item of any vacation, yet a family of six usually pays no more than six dollars a week for a campsite, sometimes less, sometimes nothing! Add the slogan "How to rent a summer home for six dollars a week" to your flyers about "Family Vacation Night," and you certainly extend an intriguing invitation! Better plan plenty of seating capacity for you will have a crowd and you will have fun!—LOUISE MARTIN NESS, volunteer worker for the National Campers and Hikers Association, Newark, New Jersey.

SUGGESTED CAMP SWIMMING REGULATIONS

1. No one is to enter the swimming area without checking in and obtaining permission of a waterfront staff member or person in charge of the buddy board.
2. All swimming to be done with a buddy of the same swimming ability.
3. All signals *must* be immediately obeyed.
4. All persons must check in and out of the waterfront by placing their buddy check on the proper board.
5. All changing of buddies, swimming areas, etcetera, *must* be done at the board, each handling his own check.
6. No running, pushing, or horseplay on piers or raft.
7. No one is to push, splash, or bother the lifeguards in any way. Instructions from any lifeguard *must be immediately obeyed. Any refusal to follow instructions while on the waterfront will result in the suspension of waterfront privileges.*
8. No one is allowed to swim under the piers, raft, or on the far side of the rafts.
9. *Any person who makes a false cry for help will be immediately sent from the waterfront and have his waterfront privileges suspended for a period to be determined by the waterfront director.*

ACCENT ON YOUTH IN ASIA

A continuation of the story about recreation in the Far East.

Sterling S. Winans

A CHAND TARA club member in East Pakistan probably lives in one of the sixty-four thousand villages of a province that is one of the most heavily populated areas of the world. Unlike his countryman in West Pakistan, from whom he is separated by a thousand miles or more, he eats and helps grow rice, whereas his counterpart is more interested in wheat. Both of these Pakistani have many things in common—one of them is a craving for a chance to play and watch soccer football and field hockey. But the delta country of East Pakistan, which is similar to the state of Louisiana, does not always have a sport field at every population center. So the recreation chairman of a Chand Tara club, who could be either a boy or girl from seven to nineteen years of age, finds his ingenuity somewhat stretched in leading activities for fifty to seventy companions in a one-room school or a bamboo-and-matting youth hut on a Saturday afternoon when everyone is full of go.

At this point, he may turn for ideas to the village-aid worker, employed by government as its link with youth clubs, but primarily to help villages improve their economic level, increase agricultural production, and enhance the educational life of the people. The villagers know the worker because he lives in one of the five to ten villages he serves and makes his rounds by foot or sampan or, in the dry season, by bicycle. Besides some ideas about the Chand Tara club, the village elders may turn to the worker for advice on vaccinating cattle, preventing poultry disease, fertilizing rice fields, establishing a cooperative feed shop, sanitizing a water well, or marketing fish. The village-aid worker does not pretend to be a specialist in all of these matters, nor even an expert in the organization and programs of youth clubs. But a government institute, set up by Field Marshall Ayub Khan, has given him a year's training to be a "generalist"—rather than a specialist—in several fields of activity close to village life.

Government envisions the extension of the village-aid program and an increasing amount of attention to Chand Tara clubs since only a portion of East Pakistan youth now



Pakistani youth give a demonstration of "Kabodi" at the Children's Aid Society Lahori Gate Playground in Lahore.

have the opportunity to sew, knit, garden, raise poultry, and fish with the inspiration of "doing something together" with their peers. Chand Tara clubs are looked to by village-aid officials as a program of nation building and as a means of encouraging Muslim religious concepts, which are part and parcel of the culture, economy, and political life of Pakistan.

Singapore Is Young

The busy boulevards of the tropical island of Singapore are full of beauty and of young people—half the population is under the age of twenty-one. You should be ready to talk to these youth in Malay, since this language has been adopted officially by the new state government, but to really get acquainted with all of these fine youngsters, you would need to bring along your English, Tamil, Mandarin, or one of several Chinese dialects. The million and a half people living on the island's two hundred square miles, and on adjacent islands, represent many nationalities. But difference in tongues does not keep boys and girls far apart in the recreation experience at youth clubs first established following World War II.

Each of the forty-five youth clubs operating during 1958-59 was an autonomous body, with its own constitution approved by the government's Registrar of Societies and a management committee made up of interested citizens. Government and voluntary agencies were partners in the plan. Club sponsorship, voluntary funds, and some leadership came from the management committees supplemented

MR. WINANS, known to his friends in the recreation field as "Skip," has been a recreation consultant in the Far East since 1958 for the Asia Foundation, a private nonprofit organization with headquarters in San Francisco. At present, he is working in Malaya at Kuala Lumpur as honorary recreation advisor to the government.

by some funds for improvement of premises and equipment from the Ministry of Labor and Welfare (now named the Ministry of Labor and Law) and timely advice from a staff of men and women youth service officers.

Where can we get trained club leaders? Who are qualified to instruct in sewing, folk dancing, woodworking, singing, basketball, and *kuntow* (Chinese art of self-defense)? Who will help us organize a new club? Will anyone lend our club a movie projector or a public address system for our Chinese New Year celebrations? Who will arrange an interclub athletic meet? To supply these needs, the federations of Boys and Girls Clubs, organized several years ago, have displayed commendable initiative. Their training courses for volunteer leaders were so interesting that one hundred young English- and Chinese-speaking adults struggled through a three-month course of lectures and demonstrations and hurdled a qualifying examination. The government's annual financial grant of three thousand dollars and provision of a headquarters office for the Federation of Boys Clubs helped strike a joint blow for youth and club programs.

On almost any late afternoon or evening, you could find boys, girls, or mixed clubs meeting in village halls, community centers, public housing buildings, or in rented premises. If you wanted to be an onlooker at a club on the evening of a talent show or an exhibition you had better postpone your last cup of tea if you want to find breathing space. Even the club leader's desk will be crowded. On a normal evening sixty members would be an average attendance.

Through the Federation of Boys Clubs, leaders and activity instructors received a monthly honorarium from the government of about thirty-five to fifty dollars to cover transportation and incidental expenses. Activity specialists were compensated on an hourly basis. To encourage young citizens in the idea that club membership is something to be respected, the two hundred or more members of each club paid a minimal monthly membership fee of ten cents.

This is not the whole story. During 1958-59, many of the clubs received guidance and some help in improvements and equipment from units of the British Royal Navy, Army, and Royal Air Force. From this interchange of experience, at a personal level, both club members and several men and their families seemed to profit. And so did the everyday policeman who made a monthly contribution to a fund for the support of specific clubs. Rotary Club, Junior Chamber of Commerce, and other civic organizations underlined their interest in youth clubs in a substantial way, as did the Asia Foundation.

Small quarters for a youth club are not a significant deterrent to intensive use, especially by youngsters who are not in school or who are unemployed. Although the standard of living in Singapore is relatively high as compared to other Asian countries, the new state government, under its young premier, Lee Quan Yew, is striving to increase employment opportunities for both youth and adults. Vocational pursuits of youth clubs may be a cog in this constructive effort of a new state struggling to find itself.



Students at the Home Economics College for Women, Lahore, Pakistan, beat out some rhythm on improvised instruments.

Voices in Unison

Government and voluntary agencies are attuned to the value of recreation experiences for boys and girls as expressed in the accent on youth in several Asian countries. Between recreation experience, on the one hand, and a scheme of recreation activities, on the other, the differential seems to hang on how much stress is levied on the preparation and quality of leaders. Whatever may be the must qualifications of their leaders, clubs for youths between the ages of ten and twenty-one years spice their programs with much more than sports. Making things, putting on plays, singing, playing instrumental music, dancing, picnics and excursions, and, in some countries, camping together are prominent features of programs that vary from a once-a-month menu to a daily diet.

The government's stress on youth is reflected in direct subsidies to clubs or grants to federations of clubs, providing equipment or leadership or all of them for club premises. A striking observation is that most countries are now giving professional status to the club leader. If activities are to be merged into enriching experiences, guidance of clubs cannot rest wholly on the shifting availability of volunteers, however dedicated. The stress on agricultural development in many communities has given a healthy and earthy tinge to youth club organization and program. Some clubs orient their programs to the vocational interests of their members and to language instruction and informal education. In Hong Kong, for example, youth clubs serve as food distribution and relief centers.

Spaciousness, esthetic appeal, and functional design are sought by youth leaders for club premises in community buildings, social welfare centers, public housing estates, schools, rented quarters, and, sometimes, converted business or residential quarters. The minimum in facilities and equipment usually prevails, but from these Asian countries one can learn some lessons about the intensive use of limited space and supplies.

Wherever and however clubs are organized, youth has the magnetism to attract the interest and help of the very finest citizens. An accent on youth is inevitable in the voice of any people. #

FUN WITH NATURE

Exploring the exciting miracles of nature is not only fun, but exposes eager young participants to the wonders of science and the delights of discovery. Many new doors of interest are thrown wide, and young eyes are opened. Curiosity is rewarded with a heightened awareness of the world around us. In fact, nature activities have been known to lead to related careers—in science, conservation, and other fields.

How to Look Inside a Pond

It is rather difficult to look inside a body of water because the water reflects light and makes it hard to see below the surface. Make a waterscope and use it to peer into the water without even getting your hair or face wet. The simplest waterscope is just a large glass jar that you submerge halfway in the water.



Look down through the open top of the jar and perhaps you will see fish and other water animals. The glass bottom will magnify everything.

If you have a stovepipe handy—one about two feet long—you can make a better waterscope, which will go deeper into the water. At the bottom end of the pipe attach a circular piece of plate glass with some putty. If you buy the glass in a hardware store, you might have it cut out for you there. Be sure to let the putty dry before you put your scope into the water.

Also be sure to tape the top of the pipe so the sharp edges won't scratch you when you press your face against it.

Reprinted with permission from 101 Best Nature Games and Projects, by LILLIAN and GODFREY FRANKEL. (New York: Sterling Publishing, \$2.50). Mr. Frankel is a director of the Jewish Community Center in Cleveland, Ohio.

Use your scope when you are in a row-boat or on a float or bank.

Observation

Here's another observation-type game to play on a hike. The group walks along in single file, with an adult or one of the players acting as leaders.

The leader asks the first player in line (loud enough for all to hear): "What is this?" pointing to an oak tree. If the player knows he gives the answer in a loud voice and remains at the head of the line. If he doesn't know the answer, he goes to the end of the line. The leader then asks the same question of the next player in line, and so on until he gets the right answer. Then he asks another nature question of the player who has answered correctly and has remained at the head. There are no points awarded in this game. The object is simply to stay at the head of the line as long as possible.

Observation can also be played when your group is around a campfire or in a club room. The leader asks questions of each player in turn, but in this case a player receives a point for each right answer. The leader keeps asking a player nature questions until he misses, then he goes to the next player, etcetera.

Often these games develop into stimulating discussions on some curious phase of nature activity.

How to Keep from Getting Lost in the Woods

1. Know the area where you are hiking. Draw a simple map showing groves of trees, clearings, streams, hills, large rocks, and lakes. Show the trails you will take. Mark off the spot you will use as headquarters for camping, resting, or just getting together. With your compass to guide you, mark off directions—north, south, east, and west. See that each member of the group has a copy of the map. Along with the map be sure to have some chalk, small slips of paper, tacks, safety matches, and, of course, a compass. These things will come in handy just in case you do get lost.

2. There may be times when you hike

in an area that is unfamiliar to you. If you have no map the first time you cover this territory, you can use another plan to get back to your meeting place. As you hike along, mark with chalk about every fifth tree in your line of walk. Draw a circle around the trunk.

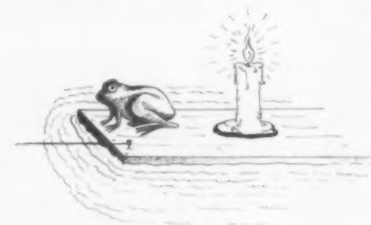
3. If you decide to leave the path and veer off in another direction, mark an arrow on a tree, rock, or stump, or make one out of stones on the ground. Point the arrow in the direction you have turned. If you don't have chalk, use your notepaper and tack it to various trees.

4. In winter, when there is snow on the ground, you can simply retrace your own tracks in the snow.

5. Watch the sun for directions. For example, if the sun is setting you can determine where west is. By facing west you will be able to ascertain all your directions, because then north would be at your right, south at your left, and east would be behind you.

Froggie Ride

If you and your friends would like to have some fun watching frogs in a pond go "boat riding," you can rig up a little contraption like this one. Get a small board about three by two feet. In the center set up a lighted candle.



You can make it stand upright by letting some of the wax drip on the board and then sink the candle in its own drippings, or you can set the candle in some clay. Attach a string to a nail in the board.

At night, set the board afloat, holding on to one end of the string. The light will attract the frogs and some may even hop on the board for a ride. You can pull slowly on the string and board and frogs will come toward you for a closer glimpse. #

A PROGRESSIVE CAMPING PROGRAM

Diane Link

*Where the lucky camper can graduate from
a traveling day camp to eight days
of overnight camping in the mountains.*

THE FINAL PHASE of a three-step progressive camping program was completed by the Torrance Recreation Department this past summer with the realization of an eight-day established camping session at Big Bear Lake, California. This three-step program enables children to advance from the most elementary camping skills to advanced camping techniques.

The first step is an introductory two-hour session known as the traveling day camp. The camp staff visits each school and park early in the summer, in hopes

and all children above six years of age are welcome.

The second phase is day camping, which is coed and limited to the seven-to-twelve-year-age group. The charge is five dollars. Four five-day camping sessions are held at various parks in Torrance during the summer. A session begins on Tuesday and concludes on the following Saturday after breakfast. The campers arrive at 10 AM and return home at 4 PM every day except Friday, when they stay overnight to try out their newly acquired camping skills.



of stimulating interest and enthusiasm for the camping program. A simple craft item is made by each child, and flyers explaining both day and mountain camp are distributed. The children are exposed to camp life through craft display boards, lashing demonstrations, live animals borrowed from the city pound, survival techniques, nature games, animal traps, etcetera. There is no charge for the traveling day camp,

MISS LINK is a recreation leader in the Torrance, California, recreation department. This city is an All-American City award winner.

These sessions include all basic camping skills, survival techniques, crafts using native materials, cooking, and an all-day field trip.

The final phase of this program, is an eight-day mountain camp-out at Big Bear Lake. Most of the children participating in the mountain camp program attend one or more of the day-camp sessions, and are ready for the experience of eight days in camp. Mountain camp is limited to the nine-to-thirteen-coed-age group. The thirty-dollar rate includes meals, housing, swimming and boating instruction,

craft items, horseback riding, classes in basic and advanced camping skills, and a well-trained and enthusiastic staff with an interest in developing the skills and integrity of the campers.

Day Camp

Early in July, after all the parks and playgrounds of Torrance had been introduced to camping by the traveling day camp, the camping staff began a series of four day-camp sessions. These sessions, lasting five days and one night, are designed to give the child as much camping experience as possible within a limited time and situation—i.e. five days in a city environment. Regular classes in basic camping skills are interspersed with games related to the outdoors. At the end of the session campers spend the night in a real camping situation to try out their new skills.

Areas that seemed to attract interest and enthusiasm were the craft program, isolated games, and the overnight experience. The craft program was designed, not around those crafts ordinarily available in the city, but around items that could easily be made in the mountains from natural materials. The staff spent one day in the mountains early in the summer collecting manzanita, pine cones, and other materials which could be incorporated in the craft program. From these, the campers made candle holders, book ends, name pins, earrings, medallions, and tie rings. Candle holders were produced from a piece of manzanita approximately one foot long, having a three-inch diameter and an irregular shape. Three holes were drilled on the top for the candles. It was sanded, lacquered, and candles inserted. Book ends were made from uniform pieces of wood (1/2" by 4" by 5") gathered by the staff from homes being built around the area. Two pieces of wood are needed to produce one book end. They are sanded well and hammered together to form an L. A pine cone is glued to the bottom of the L, cone and wood are lacquered. For variety a small piece of manzanita is placed on the other half of the pair instead of the pine cone. Earrings, pins, name tags, and tie rings can be made from varied sizes of manzanita cut

against the grain. After these small round pieces of wood have been well sanded, they can be decorated with tiny delicate shells, macaroni, small bits of rope tied in interesting knots, India ink, paint, and so on. After decorating, apply lacquer and pin backings, tie rings, or whatever is required for completion.

Two games proved most popular in all four of the day-camp sessions, one of which involved using a compass. The day campers were divided into two teams and each was given a piece of paper with a trail on it to follow. Each team had the same distance to travel and same number of compass changes. The trail was laid ahead of time by the staff, and both teams ended at the same point. Compass use was thoroughly explained beforehand. Each number on the trail list included a direction and the number of paces they should go. The campers sighted the given direction on their compasses and proceeded the correct number of steps in that direction. If they miscalculated, they were forced to go back to the previous point.

The results of a day-camp program of this type more than justify the time and effort of production. The campers took home with them not only a completely new experience and many basic camping skills (survival techniques, compass and map reading, knowledge of various plants and trees, fire building, care and use of knife and hatchet, craft ideas using native materials, bed rolling, cookery, trail blazing, and new songs), but, most important, they went

home enthusiastic and with a better understanding of the outdoors.

Mountain Camp

The enthusiasm initiated by the day-camp program carried over to the mountain-camp program, which was held during the last week of August at Big Bear Lake, known as Camp Clatawa. This program was geared to a slightly older group—nine to thirteen years of age—and more advanced skills were taught in scheduled morning and afternoon sessions. These were quite flexible classes, chosen by campers, and included signaling, compass work, basic and advanced fire building, crafts, swimming and boating, horseback riding, knife and hatchet, knots and lashing, first aid, and methods of wilderness survival.

Again, crafts using native materials were greatly enjoyed. Special hikes were taken to gather small pine cones, bits of smooth driftwood, colored rocks, dainty ferns, etcetera, to be incorporated in craft items. Transparent, glass-like coasters and bowls were created by putting an even film of lucite crystals over a metal mold in the desired shape. Metal cottage-cheese lids or jar covers make ideal molds. Bits of driftwood, small fern leaves, rocks, etcetera were then placed on the lucite and baked in a 400° oven for five minutes.

Another popular program was the "Cat's Eye Hike." This novelty hike is held at night and creates enthusiasm and high spirits. The campers are divided into teams and start at intervals

of ten minutes. Each team is timed. The team that follows the Cat's Eye trail to the end in the shortest period of time wins. The trail is marked by fluorescent tape on rocks, trees, and stumps. The gleam of the campers' flashlights picks up the tape and reveals a note directing them to the general area of the next piece of tape and clue note.

At the concluding campfire, the staff asked the campers what activities they enjoyed most. The answers were quite amazing. They enjoyed having a camp council representative, which made them feel really part of program planning. These representatives were elected from the cabin groups and acted both as cabin leader and liaison with the staff. Each representative met with his own cabin group and made an extensive list of activities wanted while at Camp Clatawa. The staff then met with the representatives and tempered the campers' desires into a well-balanced camp program.

Staff

The entire camping program was planned and operated by a staff of four this past summer: a school teacher and three college students, all of whom had extensive background in both camping techniques and leadership. When this staff was not visiting the various parks and playgrounds with the traveling day camp early in the summer, they were busily kneading out the lumps in their day-camp and mountain-camp program. #

PROTECTION AGAINST LIGHTNING DURING STORMS

Lightning is a statistical phenomenon and its exact behavior under any specific circumstance cannot be predicted. There are certain precautions that can be taken in case of a storm, however.

1. Avoid a completely exposed location on top of hill or mountain.
2. Avoid a location close to isolated trees since they are apt to be struck and sideflash.
3. Locate the camp within or near a place where there are a number of trees, preferably smaller than the others, a short distance away. In this way the chances of a direct hit at the campsite are greatly reduced. If, however, a direct hit should occur, danger to life exists.

There is only one way to make sure that the campsite itself is not struck. String a #6 wire between the trees over

the campsite. This wire should be at least twelve feet long, above the highest ground. It should hang down the trees to ground at both ends and trail ten to twenty feet along the ground, away from the campsite. This may sound fantastic, but it is the only safe way. The probability of lightning's striking any specific spot is so slight that, in general, very few persons want to carry a spool of wire along for this purpose.

Use of an aluminum canoe in the woods does not create any special hazard. In case of storm, however, it is recommended that you pull up on shore, get out of the canoe, and camp in a grove of trees, if available, or lie prone if you are on open ground, until the storm has passed.—J. H. HACHCUTH, *Pittsfield General Electric High Voltage Engineering Laboratory, Massachusetts.*

Water—to wade in,
to camp beside.

DON'T TAKE THE PLAYGROUND TO CAMP

Catherine T. Hammett

WHAT MAKES A camp a camp? No two people will say the same thing, even if both have been in the same camp, but most people will start with two words: people and the out-of-doors. Campers, staff members, committee members will make lists that include trees, turtles, swimming, campfires, hills, open spaces, fun, rocks, boating, adventures, singing, nature—just to begin the list. Few will include apartment houses, fences, city parks, playgrounds, streets, schools, museums—all of which do wonderfully for us all through most of the year, but somehow are to be left behind when we head for that place called camp, be it a day camp, a weekend camp, a two-week, or an all-summer camp.

MISS HAMMETT is past-president of the American Camping Association; coauthor, with Virginia Musselman, of *The Camp Program Book* (Association Press) and author of other camping books. She is currently on the national staff of the Girl Scouts of the USA.



Camp is where all of nature is close at hand to give life a new dimension.

Youngsters think mainly in terms of activities, of fun, of doing things that are "different" as well as those that are familiar, of doing things with other boys and girls. Adults add benefits that come from the living situation in an informal happy setting. Parents may think in terms of health, of skills for their children difficult for parents to give them, such as canoeing, mountain climbing, cooking out, and the like.

About this time of year, camp directors are busy selling camp to campers, parents, staff members, perhaps, to board members. We talk about camp as a place that is special, that adds something to the in-town, year-round, school, church, home, and club activity.

We talk about taking advantage of the whole outdoors to experience new things, to enjoy those activities that cannot be experienced to the same degree, if at all, in town; we talk about the living situation in a camper-gear community where young America may practice democracy at his own experience level. We say all this, but sometimes when reports come back it seems all camps do not take advantage of the situation. Sometimes it seems that the playground (wonderful as it is for the stay-in-the-city boys and girls) has been transplanted to camp.

Perhaps that is a black picture. Let's hope that your camp and mine really take advantage of the uniqueness of the camping situation. For camps are unique: they aren't homes in the usual sense, they aren't playgrounds, they aren't schools, they aren't in-town centers. They are camps, combining many elements to make a special place for

special gains. Camps are places where the outdoors predominates (even surrounds); where the tempo is relaxed; where clothes are informal, easy to care for, easy to wear; where the waterfront is just down the trail; where there are counselors close at hand to help, to guide, to teach, to be around all day, although they sometimes keep hands carefully off a project. Camp is where all of nature is close at hand, presenting fascinating possibilities: snails or polliwogs or raccoons to watch; water to swim in, to boat on, or to look through with a waterscope. Camp is where you build fires to cook over or to sit around; make shelters; have hills to climb; find twigs for whistles or pins or towel racks. Camp has the Big Dipper swinging overhead; rain to walk in or to combat; horizons or setting suns to scan—all outdoors!

Why call it a camp, if one doesn't camp there? Do we keep faith with our young people when we offer them chances to camp, and don't give them opportunities to experience the joys, the adventures, the wonder that comes of discovering how to live in and with the out-of-doors and how to love it? Do we keep faith with parents, with educators, with our country if we do not make the most of the opportunities to give our campers experiences living with others? Do we give them the chance to grow in independence, to gain a knowledge of and respect for the natural resources of our land.

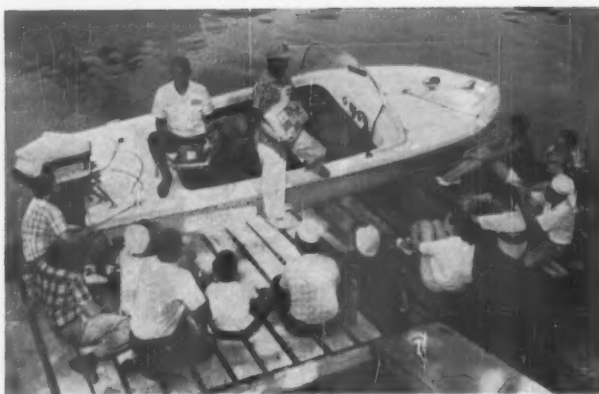
Camping can offer situations for exceptional experiences in growing, and in growing-up. Do we make the most of it? #



RECREATION AFLOAT

William H. Radke

The phenomenal growth in popularity of small boating calls for water-safety education at the grass roots.



OUTBOARD BOATING IN America has taken unbelievable postwar popularity strides to become a front-ranking recreation interest. Perhaps the greatest single factor in its favor is that boating is generally family recreation—and we professionals have placed family recreation on the critical-need list. Also, outboarding is a participation sport.

The Brookfield, Illinois, playground and recreation department has recognized this latent boating value. This village, without navigable waters, agreed that the recreation department should offer guidance in boating to enthusiastic youngsters as a means of providing both recreation for the present and education for the future.

A neighboring community had the navigable but small DesPlaines river. An enterprising boater had opened a nearby sales-and-service shop with a floating service dock. Contact with the new businessman found him enthusiastically willing to conduct an eight-week course in outboarding. He offered his shop as a classroom and his dock and boat as a proving ground for the lessons and himself as the instructor—all free. Together we drew up a program schedule of topics for inclusion in eight one-hour meetings.

With a basic plan to teach rules of outboard operation—safety, care, and maintenance—the Outboard Boating Club of America was contacted for ad-

MR. RADKE is recreation superintendent of the playground and recreation department in Brookfield, Illinois.

vice and assistance, and was quick to recognize the value of this course to boys and girls in the twelve- to sixteen-age bracket. OBC offered help with pamphlet material, films, consultation, and program presentation.

This combination produced an informative and workable course covering basic fundamentals of outboarding as well as experience on the water in a learning situation. Eight lessons were assigned the following general headings, which may be supplemented by free films from several sources: (1) history of outboarding, lecture plus film; (2) types of boat construction and discussion of advantages as to weight, durability, cost and maintenance; (3) what boat is best for an individual and a water-skiing demonstration; (4) nautical nomenclature and safety rules; (5) matching motors and boats, safety factors, on-the-water experience; (6) safety rules and equipment, on-the-water experience; (7) how to select, use, and maintain a boat trailer; and (8) summary review of general maintenance and care of boats and motors.

Classes were originally restricted to twenty-five members. In consideration of "attendance fallout" for vacations and so on, we added a few as the season progressed. Here, under close supervision, members were afloat and operating an outboard—the first time for most of them.

Members of our weekly classes endorsed the course by such comments as: "Gee, I hope I can get Dad interested in this," and "Gotta start saving for a

boat!" The marine dealer supports the class wholeheartedly and is already planning to add a room to his establishment for meetings of groups such as this. He has agreed to do an adult class next spring, as well as a second summer program for the junior boaters.

Brookfield's outboard boating class seems to be the first really landlocked recreation program to join forces with an enthusiastic marine dealer and OBC, seemingly the first to bring to the younger set information they will use and value as they become part of America's nearly eight million boaters—and this at no cost to the recreation department. (For further information on how Americans are taking to life afloat see Page 120.)

Boating can be enjoyed at all financial levels, from the simplest outboard-powered rowboat to the fancy family cruiser. The absence of local navigable waters has been circumvented by the development of safe and sturdy boat trailers that know the highway maps as their only limitations. Outboarding, a great relaxer for all ages, is also a step toward other equally absorbing recreation interests including cruising, water-skiing, swimming, fishing, and skin diving. Like camping, boating is an ideal activity for the family.

Look over your community—do you see boating enthusiasts? Is there some way of combining forces with a local know-how man? You can have a worthwhile activity on a minimum budget and meet the challenge of a growing public interest. #

NOTES for the ADMINISTRATOR

Land-Use Planning

A number of resolutions relating to park and recreation problems were adopted at the 1959 Southeastern Park and Recreation Planning, Maintenance and Operations Workshop, held at the North Carolina State College, cosponsored by six state recreation agencies. Following are excerpts of some of these resolutions:

(In) city, regional, state, and Federal land-use planning, emphasis (should) be placed on the public acquisition of land so that adequate provision will be made in all such planning to meet the great present and ever greater necessity of the future for public park and recreation areas, and further, that all proposals to divert park and recreation lands to other uses be impartially analyzed and studied to determine whether or not such proposals are, in fact, in the long-range public interest, and that diversion of park and recreation lands to other uses be permitted *only* if such diversion is found to be essential in the long-range public interest, and only if land so diverted to other uses is replaced by land of such quality and so located as to serve that population which is deprived of park and recreation services by diversion of park and recreation land to other uses.

The group further resolved that the sponsors of the workshop "make a seven-state study of vandalism, including the extent to which it exists, what facilities and/or equipment are subject to vandalism, practices effective in reducing vandalism, and an overall analysis." It further enunciated its support of the following policy:

That there be established in every state of the Union an agency with legal authority and with its primary concern, on a full-time basis, services to the field of recreation. That where constitutionally possible, this state agency be established as a separate and independent agency. . . .

That where existing agencies are now serving recreation in some special capacity these practices continue, and that a program of cooperation with the legal recreation authority be established through a recreation interagency committee designed to correlate and coordinate the various functions.

The following resolution dealing with metropolitan and county planning for recreation was likewise adopted:

Whereas if it is found to be more efficient and if it is discovered to provide greater present community services through cooperative use of recreation and education areas and facilities such should be promoted, but in no case is it agreed that joint operation of either recreation or education programs would be in the greatest common interest of the community, and

Whereas it is further agreed, based on considerable experience, that recreation program aspects which are held in or on school or other local government-owned areas and facilities can, only, be considered as supplementary, in a full recreation program, to that which is centered in those areas and facilities which are acquired, owned, developed and operated, specifically, for public recreation purposes and which are available at all times, as service resources, to the local government's recreation, agency, and

Whereas it is agreed that one of our greatest local citizen-needs will be served, only, when municipal recreation and park programs are expanded into metropolitan and/or city-county combination plans of recreation finance, organization and administration in agencies whose primary purposes and basic reasons for existence are to serve the recreation needs of local citizens. . . .

Coordinated Planning

The importance of overall coordinated planning of American cities and individual neighborhoods was pointed out

in *Forum* (May 1959) in an article by James W. Rouse, president of ACTION (American Committee to Improve Our Neighborhoods). He stated: "A major consideration in every public improvement contemplated by the city should be its effect on the construction or destruction of neighborhoods." After referring to the significant highway developments that are certain to be achieved in the next ten or fifteen years, he added: "Other public works—schools, parks, playgrounds, hospitals—must also be considered for their effect upon neighborhood formation, not merely as isolated departmental projects in themselves."

In commenting on the importance of the comprehensive plan, he added: "I am convinced that it is a far more practical, achievable thing to plan for the whole city than it is to plan small and in pieces. . . . Consider the huge savings to local government if needs are properly projected and sites for schools, public buildings, parks, and highways are plotted and acquired well in advance of need, before land becomes highly developed and prices become prohibitive."

Local Children Get Pool Priority

Through changes in fee schedules, children of local taxpayers are gaining some priority in the use of the municipal swimming pool at Monroe, Wisconsin. Nonresident elementary-grade students pay single admissions of twenty cents and residents ten cents; those of high-school age pay twenty-five cents and fifteen cents, respectively; and adults, fifty and twenty-five cents. Season tickets for elementary-school children also are higher for nonresidents. There are no season tickets available for other out-of-town age groups. Identification cards are issued to Monroe residents who use the daily fee admissions.

The increase in resident and nonresident charges resulted from higher operating costs as well as a growing number of complaints over children coming by busloads from out of town and crowding the pool to capacity while local children waited in line. A survey of thirty-five other pools in the state showed both fees and attendants' salaries were on the low side in Monroe.—*Park Maintenance*, October 1959.

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ARE YOU LOOKING FOR CAMP LAND?

Stanley W. Stocker

MANY ADMINISTRATORS AND leaders in the recreation field have forgotten, or are unaware of, the potential camp lands now in the hands of state and federal government agencies that still can be had for the asking or very little more. In almost every state in the union areas are available that might be considered by town, city, and state recreation departments for community use.

State and federal governments are apt to give group camping use of these lands a high priority, their interest in recreation use of lands going back as far as the founding of Yosemite Park and Mariposa Big Tree Grove, in 1864. This is especially true when the camp is to be operated by a recreation department and open to individual campers as well as to organized groups.

As we all know, available lands for camping are rapidly decreasing, even at high prices. Therefore, the availability of public lands should be thoroughly explored before any other arrangements are made. As a general premise, tax-supported agencies will have first priority; nonprofit agencies and organizations may also obtain use of such lands, at a slightly lower priority.

As of January 1, 1955, there were 308 group camps on public, state-owned lands reported, with a capacity of 35,546. Current reports indicate that many of these camps are not used to capacity at present, and that open time existed last summer. A total of 2,074,765 use days were reported in 1958.

Some of the states have built new camps for group-camp use in the past few years, and many have new group sites in the planning stages to be activated when the demand arises. Any recreation department considering a camping program should certainly initiate early talks with various state park and forest officials in their home state as well as in surrounding states.

The federal government agencies offering possible lands for organization camping are: the Bureau of Land Management, the Forest Service, the Corps of Engineers, the Tennessee Valley Authority, the Bureau of Reclamation, Fish and Wildlife Service, and the National Park Service. The policies and priorities for each of these agencies vary and require direct contact with their local or national offices for further information.

MR. STOCKER, executive director of the Metropolitan New York Council, American Youth Hostels, recently completed the American Camping Association's national survey of youth camps.

Bureau of Land Management—The lands involved with the Bureau of Land Management are primarily in the Western states. Recreation use of these lands may be requested by nonprofit corporations and associations and government agencies. No actual facilities are managed by the bureau for camping use. Application for information and procedures to obtain the special land-use permits should be made to the State Supervisor, Bureau of Land Management, in the Western states having such offices, or directly to the Eastern States Supervisor, Bureau of Land Management, Department of the Interior, Washington 25, D. C.

Forest Service—The U. S. Forest Service owns some 71 organization camps on Forest Service lands and had 644 special-use permit holders operating organization camps in 1958. Organizations are permitted to construct group camps at suitable locations in the national forests. These permits require construction of fairly substantial camps, adequate sanitation, and compliance with other standards deemed wise to protect the forest as well as the users. Sites available in the national forest regions are well situated and offer excellent campsites. The forest supervisor has the authority to issue special-use permits and can advise interested parties as to the requirements and conditions for the issuance of a special-use permit. Full information about the available areas and sites can be obtained from the specific supervisor of a forest or the regional forester at any of the ten regional offices.

The land-use fees for nonprofit groups are at a minimum, often a dollar a year. All organization camp operators are expected to make full use of their camps or to allow other groups to use them for a charge commensurate with facilities provided. The general basis for action on special-use permits where more than one group is involved is to give the authorization to the group planning a program for the greatest number of persons.

Corps of Engineers—The Corps of Engineers manages only one campsite for organization use, but has two hundred organization camps located under lease or license agreements on these properties. These organization camps range from simple tent facilities to well-constructed and developed year-round campsites. The various district engineers can supply information on any site in their own areas and on the general conditions of licenses and leases. The fees involved are very nominal for nonprofit, youth-serving groups and others providing service to the general public.

Tennessee Valley Authority—The TVA's lands provide good potential areas for organization camping use. Thirty-six group camps were reported in 1958 on the areas under its control. These lands may be sold or leased to quasi-public groups and organizations for recreation use. The prevailing market values are used in the negotiations, but adjustments are made for the public service the group provides or will provide. Information may be obtained by writing to the Division of Reservoir Properties, Tennessee Valley Authority, Knoxville, Tennessee.

Bureau of Reclamation—In seventeen Western states, the bureau operates over one hundred reservoirs, which offer

excellent potential areas for organized camping. As a general rule, operation of recreation sites at these areas is transferred to the most appropriate state department. Lease arrangements on a limited basis are possible on the areas that have not been transferred from the jurisdiction of the bureau. However, full information can be obtained from the Regional Director of the Bureau of Reclamation for the areas involved. The National Park Service has the responsibility for developing a master plan for recreation for each of these reservoirs. The regional director of the National Park Service for the area involved may be contacted for information about these plans.

Fish and Wildlife Service—Organization camps are allowed, under permit, on national wildlife refuges, but less than thirty have been authorized to date. These areas certainly should be considered by local groups and preliminary talks initiated with the refuge manager. Applications may be approved when the primary purpose for which the refuge was established will not be interfered with. The address of the refuge manager may be obtained from the regional office that has jurisdiction over the one involved.

National Park Service—The service operates seven camps maintained for use by various nonprofit groups conducting group camping for children. Possibilities for the construction of organization camps exist on the national recreation areas—Lake Mead, Coulee Dam, and Shadow Mountain (in Rocky Mountain National Park). Groups interested should write the superintendents of these areas.

* * *

Additional information about these opportunities for the use of existing organization campsites, as well as special arrangements for the constructing of camps, should be obtained before deciding upon any new sites for camping programs. The addresses of the proper officials may be obtained by writing to the department indicated, Washington 25, D. C., with a request for the proper address and name of the official in charge. Each federal agency has published material explaining these services in greater detail. With the ever-increasing land costs and operating budgets, the use of public lands should be fully explored by each community agency before further expanding its camping areas for group use. #

MAINTENANCE PROBLEMS

Three-fourths of 126 replies in a study report indicate that municipal recreation departments have their own maintenance division.

A STUDY OF THE cost of maintaining recreation and park areas facilities was made in 1958 by a subcommittee of the National Recreation Association's National Advisory Committee on Recreation Administration. Subcommittee chairman is Lorne C. Rickert, superintendent of recreation in Wicomico County, Maryland. The subcommittee's report is based on replies received from 126 cities (many supplied only partial information).

Respondent cities cover a population range from 4,000 to more than 2,000,000; only three, however, have populations under 25,000; more than half are over 50,000. All sections of the country are represented. Replies are equally divided between recreation agencies and park or combined recreation-and-park departments; eight reports were received from school authorities and a few returns from other community agencies.

Three-fourths of the agencies indicated they have their own maintenance division. As might be expected, 82 percent of the park or combined recreation-and-park agencies have such a division, 70 percent of the recreation departments, and 50 percent of the school authorities likewise have one. Maintenance work is usually handled by park or public works departments when the recreation agency is not equipped to handle it. Slightly less than half the cities stated they have an active preventive maintenance program.

The impression given is that available manpower must be used to keep up with day-to-day tasks.

Such minor betterments as installation of drinking fountains, new fencing, and small hard-surface areas are considered maintenance items in most cities. The regular maintenance force usually takes care of them, although private contractors are called in occasionally.

Duty hours of the maintenance crew coincide with hours of operation of recreation areas in about half the cities; the coincidence is more marked among recreation agencies (62%) than among park or combined departments (40%). When special programs are conducted outside regular hours of operation of the area, about three-fourths of the departments supply maintenance personnel. Half the cities supply such workers on a split-day basis.

Such routine tasks as lining fields, installing light bulbs, and dragging baselines and infield are nearly always performed by maintenance workers; so usually is the setting up of chairs, though recreation leaders perform this task more often than the other three. Both maintenance workers and recreation leaders are responsible for removal of hazardous obstacles; this is primarily a maintenance duty, but if a recreation leader discovers such a condition, he is expected to rectify it.

In preparing a facility for immediate programing, rec-

recreation leaders have authority over the maintenance assignee in only about a quarter of the cities. This authority is usually vested in the maintenance supervisor, a foreman, or department executive. On the other hand, in the absence of the recreation leader, maintenance workers have authority over the facility and its users in three-fourths of the cities, although it occasionally was stated this authority is limited.

Less than half the reporting agencies keep performance records of individual maintenance men to ascertain how much time each spends on such operations as mowing grass, scarifying fields, lining ball diamonds, and so forth. Three-fourths indicated they do not record cost of such work as scarifying and matting an area or keep performance data, such as the number of diamonds scarified and matted per day. Likewise, very few agencies keep cost records of maintaining specific facilities. Where such figures were given, they varied widely from city to city; for example, the annual maintenance cost for a softball diamond with a skinned infield varied from \$30 to \$2,000. However, median annual maintenance cost of a baseball diamond appears to be slightly less than \$300, regardless of whether the infield is turfed or skinned.

Respondents were asked to estimate cost and number of man-hours per year necessary to maintain each of three hypothetical areas. The first area was described as a one-and-a-half-to-two-acre playground with a shelter building, softball field, two apparatus areas, a multipurpose, hard-surface area, and a paved spray area. The median estimate of maintenance time for this area was 720 man-hours per year, although the individual reports varied from 25 to 7,680 man-hours. Maintenance costs per area varied from \$60 to \$17,280, with a median of \$1,456.

For a three-to-four-acre neighborhood playground containing a recreation building, baseball field, two apparatus areas, a multipurpose hard-surface area, and a spray area, median time estimate was 1,216½ man-hours. Maintenance costs varied from \$100 to \$21,000, with a median of \$2,706.

The largest area, a nine-to-ten-acre playfield with a recreation building, baseball field, two softball fields, two apparatus areas, multipurpose hard-surface area, spray area, and six hard-surface tennis courts, would require maintenance time of some 2,180 man-hours per year, according to the estimates of recreation and park executives. Here again, individual cost estimates varied widely, from \$250 to \$50,000, with a median of \$4,848.

Seventy-six agencies complied with maintenance expenditures for the years 1950 and 1958. All but two cities spent more in 1958; many reported budget increases of several hundred percent over the eight-year period. Median rate of increase was approximately one hundred percent, indicating appropriations for maintaining park and recreation properties have kept pace with rising costs and wages.

The response to the subcommittee's questionnaire and nature of the information supplied by the cities seem to point to the following conclusions:

- Most recreation and park authorities keep few accurate records of maintenance costs or the performance of maintenance personnel. A need for more adequate record-keeping procedures is therefore clearly indicated.
- Recreation and park authorities have widely different concepts as to the meaning of the term "maintenance" and the functions it covers, thus indicating need for clarification of terminology in this aspect of recreation.
- The fact that relatively few recreation and park authorities have an active preventive maintenance program suggests the need for more widespread advance planning for recurring maintenance tasks as an aid to budget preparation and better care of recreation property.
- The limited degree to which personnel responsible for the program at recreation areas have direct authority over maintenance workers assigned to these areas raises a question as to the desirability of reviewing the criteria that should determine respective responsibilities and relationships of personnel assigned to recreation areas. #

SUCCESSFUL BOATING EDUCATION

Small-boat safety programs for youngsters have been inaugurated in many communities. In Westport, Connecticut, for instance, a program started by Tom Hutson in 1959 was accredited by the American Red Cross. It was so successful that the Conference for National Cooperation in Aquatics is promoting similar programs across the country, in the interests of water safety. The Westport program was an experiment which grew out of the 1958 Conference, of which Tom was chairman.

School Program—A boating club, started in the local junior high school, attracted thirty boys ranging in age from thirteen to fifteen. Their attend-

ance at a course of about ten weeks of lectures was excellent and interest keen. This course was set up and sponsored by the Westport Recreation Commission, the talks were supervised by a faculty advisor and given by members of the United States Power Squadron. Visual aids, demonstrations of knot tying, of small boats and their equipment by the squadron and the American Red Cross enlivened the program considerably.

On-the-Water-Program—On the basis of this experience, two other consecutive ten-lesson ARC "Basic Boating Courses" were set up in July and August under the direction of a town

employee trained and qualified by the American Red Cross Small Craft School, for the younger eight-to-twelve-year-old group. The Saugatuck River Power Squadron organized the program, provided the scholarship for training the town instructor. The boating lessons were held at the public beach and yacht basin. At first, beach officials, lifeguards, and dock superintendents were very cool to the idea, but soon became very cooperative as the local enthusiasm grew among parents and children. A small-boat safety program will be in the ARC budget for 1960, and assistants qualified by them will again help the growing program at Westport. #

CONTRACTING FOR RECREATION LEADERSHIP

Charles F. Weckwerth

RECRUITING—THAT IS, inviting others to join your own chosen way of life—is a universal and very old practice. Early Greece recruited only the sons of citizens to be educated; selection, however, played a key role. Early Athens recruited foreigners to take up residence in their fair city. Again, selection played its forceful role.

Constantine the Great built Constantinople—now Istanbul—by recruiting only the best of ideas and of leadership, without which this famous city of culture could not have ruled the East for a thousand years. Columbus had to recruit selectively only those who would dare to follow uncharted ways toward a new life.

Today, we recruit people for political parties, for associations and affiliations, financial and social causes; we recruit teachers, lawyers, doctors, engineers, and nurses; likewise, in our own field of community services, we must recruit potential recreation leaders. Need is evident when value and validity are present; but, unless need is at the source of a new idea, a new problem, a new service, it is futile to waste human time, energy, money, and effort. Therefore, we, the incumbent recreation leadership, must see the need to select and recruit potential leaders—dedicated and inspired with vision; or this effort too, will be futile, and our cause will be lost!

How valid is our need for community recreation leadership then becomes our burden for proving. Let us look, first, at what has happened as a result of man's curiosity. Second, let us take note of the new facts of the day, all of which document our drastic need.

Man has been experimenting with

DR. WECKWERTH is director of recreation, Youth Leadership and Community Services, Springfield College, Mass.

ideas and things for a long time. For example, he invented the *wheel*—which immediately created a need for *power* to run it. Power and the wheel, in turn, made possible other *machines*. These three together caused man to produce the *factory*; and people gathering to work in the factories contributed to the development of the *city*. Cities multiplied, attracting streams of humans away from the rural countryside. Today, urbanization demands recreation leadership.

J. Frederic Dewhurst's Twentieth Century Fund report on our U.S.A.—in *New Dimensions* identifies eight sets of facts to give validity to the need for community recreation leadership and services: the relationship between man, his animals, and his machines; our trek to the city; our great increase of productive power; our increasing income among all families; our rapid growth in population; our new wealth in dwellings, in the mechanical slaves being used in our homes; and, lastly, our new leisure.

The National Recreation Association's *Recreation and Park Yearbook—Mid-Century Edition, 1900-1950*, and George Butler's descriptive overview in *The Social Work Yearbook 1957* identified the values accumulated by public recreation leadership during the first half of the century. A NRA Personnel Service report on the highlights of 1957 also documents the dire need for recreation leadership in today's and tomorrow's market of community services in America.

What Can We Do About Recruiting?

These are four things each one of us, as professional recreation people, *must* do—not might do—about recruiting.

1. Get bitten by the bug—better yet, bite yourself—but see the need for re-

cruiting and generate the desire to do something about it.

2. Spread the contagion. The best and simplest way is to be contagious.

3. Be selective—on all fronts—using all sources of manpower. Pick men of potential influence, men with vision and a mission, men who appear as if they have something to say and seem willing to say it—and with gusto. Don't depend upon the colleges to meet more than twelve to fifteen percent of the need—at least in the near future. Eighty-five percent of the task belongs to you men in the field.

4. Demonstrate your belief to yourself and to others—in action. The simplest and best way to do this is by the sweat of your own brow. Make a pact with yourself and to others selected. Decide you will see one person, each week or month or quarter, about recreation as a career. See him anywhere, *but see him*. Bring these selectees together regularly around your community recreation problems. Make them your unofficial advisors. Put the brainstorming method to work. Sign a contract on these two suggestions with yourself. Personally obligate yourself to be supervised by your National Recreation Association district representatives. #

Editor's Note

At the 1959 New England District Recreation, at which Dr. Weckwerth delivered the above address, fifty-two contracts were signed by recreation directors and superintendents. Since then Dr. Weckwerth and Waldo Hainsworth, NRA district representative, have been keeping a cooperative record and promoting the efforts of all who signed these pledges. Records show that the New England administrators followed through and made good on forty-one percent of the contracts at the close of 1959's first quarter.

STATE AND LOCAL DEVELOPMENTS

Elvira Delany

ALASKA. The new state has directed its department of natural resources to plan, acquire, develop, and administer a system of state parks and recreation facilities, to provide consulting service on local park and recreation programs, and clearinghouse services for other state agencies concerned with park and recreation matters. It authorized the establishment of a separate division within the department to perform these functions.

ARKANSAS. Park development is steamrolling ahead in *North Little Rock* thanks to a \$150,000 park improvement bond issue passed in December. C. E. Harrison, chairman of the parks and recreation commission, reports that the major development will be Burns Park and city planners are already mapping and laying out roads in this scenic area, which includes a historic graveyard and monument to the first settlers in the territory of Arkansas. The city also plans to enlarge its much-used nine-hole golf course to eighteen holes. The commission will develop seven small parks this summer and will start soon on an animal shelter with adjacent children's zoo. The commission was also successful in getting the city council to approve an ordinance giving it a maintenance supervisor and four laborers.

IOWA. Pleasure craft facilities are expanding along the Mississippi. In *Muscatine*, the Levee Improvement Commission is supervising construction of a small boat harbor and marina approved by the U. S. Corps of Engineers. Necessary funds have already been appropriated by Congress and the local city council. *Davenport* has come to the aid of pleasure boaters who have been inconvenienced and handicapped by the shallowness of the harbor there at low stages. The city and the U. S. Corps of Engineers are constructing Credit Island Harbor and improvements will make it one of the finest harbors on the upper Mississippi. *Bettendorf* has a new \$175,000 youth center supplied by public subscription.

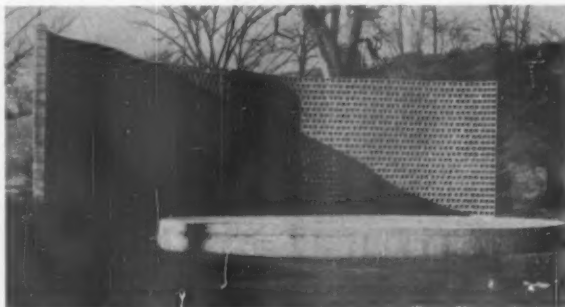
LOUISIANA. Over 400,000 acres of privately owned forest have been opened to public hunting, fishing, and other outdoor recreation, the first project in the new FAIR program (federation and industry recreation), under which the National Wildlife Federation will cooperate with in-

dustry in opening private lands to sportsmen. The Louisiana FAIR project involves forest holdings of the Olin Mathieson Chemical Corporation near Winnfield and Monroe in north central Louisiana. The 405,000-acre Olin Forest offers squirrel, waterfowl, deer, turkey, and quail hunting, and fishing and boating on several water areas. A new 14,000-acre lake, Lake D'Arbonne, will be built by the state in Union Parish and much of the lake will lie on Olin Forest lands. Sites of scenic and historic interest will be preserved wherever possible.

James Ledbetter, president of the Louisiana Wildlife Federation, said the federation will "seek to promote and develop recreation facilities in the Olin Forest and other lands included in the FAIR program." This may include signs on the areas, preparation of maps, and development of picnic sites, boat launching sites, and other facilities.

Mr. Ledbetter said, "There are millions of acres of private land in Louisiana that offer an immense potential for outdoor recreation. Any lands included in the FAIR program will be open to the public and not just to members of the Louisiana Wildlife Federation." The initial program will be directed by a coordinating committee of officials of the Louisiana Wildlife Federation; Louisiana Forestry Association, Louisiana Forestry Commission, Louisiana Wildlife and Fisheries Commission, and Olin Mathieson Chemical Corporation.

NEW JERSEY. A proposed \$220,000,000 jet airport near Chatham in *Morris County* may well be jettisoned by some determined wildlife lovers who are taking legal steps to acquire the entire area as a public park. If the nature lovers get the land first and turn it into a wildlife preserve under county control, the Port of New York Authority could not proceed with its proposed airport. A 1941 law prohibits the authority from condemning public land without permission of the municipality or county. The land in question consists of picturesque countryside, including an area known as the Great Swamp (although much of it is not swampy at all). The swamp, of perhaps five to six thousand acres, extends



This bandshell, designed for a Lambertville, New Jersey, recreation field by Jules Gregory, is constructed from cinder block, called "partition" block, 6"-by-8"-by-18". The red anthracite cinder gives it an oyster color. The concrete platform is elliptical in shape, forming a concentric relationship to the wall used by the town and its schools for concerts, pageants, and graduations. The ten-acre field of this historic town has ballfields, tennis courts, and park area equipped with picnic tables and fireplaces.

into the townships of Harding and Chatham. The authority proposes to use the swamp acreage and peripheral land to construct a 10,000-acre jet airport with four runways, each 12,000 feet long.

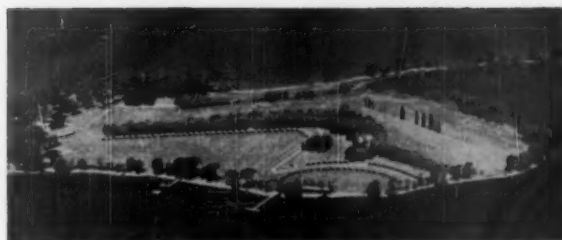
The nature lovers are a well-organized group known as Wildlife Preserves, Inc., with membership centered in New York, New Jersey, and Connecticut, dedicated to acquiring land in the New York metropolitan area for wildlife conservation. The group hopes to acquire the best areas of the wetlands in the central Passaic Valley and already holds title to 450 acres in the Great Swamp and 1,400 acres in the Troy Meadows, both remains of ancient Lake Passaic, believed formed in the last Glacial Age.

NEW YORK. A twenty-acre estate overlooking the Hudson River has been given to the New York City Department of Parks for an arboretum. The Perkins-Freeman estate has been at various times the residence of Theodore Roosevelt, Mark Twain, Arturo Toscanini, and British ambassadors to the United Nations. The parks department must obtain an amendment to the city's administrative code through an act of state legislature in order to accept the bequest because of the specific nature of the proposed park to which access may be limited by a small admittance fee. The site lies in the Riverdale section of the Borough of the Bronx and is owned by Mrs. George Perkins, Sr. and her daughter and son-in-law, Mr. and Mrs. Edward W. Freeman. George W. Perkins, Sr., a financier and partner in J. P. Morgan and Co., who died in 1920, was for many years president of the Palisades Interstate Park Commission (N.J.-N.Y.). George Perkins was president of the commission until his death on January 10, 1960. (His successor is Arthur R. Jube of Orange, New Jersey.)

- The New York State section of *Palisades Interstate Park* has indeed reached its saturation point, necessitating turning away visitors because parking space and other facilities can hold no more. Further development of the area under a ten-year program calls for another 4,000 parking spaces and facilities for 25,000. The original aim of the ten-year program was to accommodate at least 125,000 visitors on a peak day, but the target may have to be upped to 140,000, with an eventual potential of 300,000.

- The town of *Oyster Bay* and the New York State Conservation Department are cooperating to develop five hundred acres of wetlands along the south shore of Long Island as "a conservation model and showpiece for the entire state and nation." The area to be developed is the town's existing Tobay Sanctuary between Jones Beach State Park and Tobay Beach on Great South Bay. The program is the first planned under a new state conservation measure providing financial backing for the preservation of wetlands.

TENNESSEE. Labor unions, Exchange Clubs, the state restaurant association, and the Tennessee Easter Seal Society joined in the construction of a camp for handicapped children on Old Hickory Lake in *Wilson County* about thirty miles from Nashville. The camp will benefit between four hundred and five hundred children each summer. The thirty-acre site was made available by the U.S. Corps of

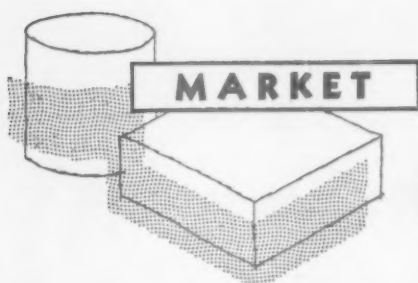


This island in Lake Ontario, New York, complete with 150 cabins, tents, recreation equipment, meeting hall, boats, and other facilities, including mainland installations, has been presented to the New York State YMCA by the General Electric Company. The island and facilities represent an original cost of more than \$1,000,000. It is located fifty-six miles north of Syracuse at Henderson Harbor. For over forty years GE used "Association Island" as a site for its summer workshops and executive training programs. The Y will use it for summer work with young adults and student groups, for leadership training camps, and as a site for YMCA conferences.

Engineers and has thirty-eight hundred feet of shoreline and large level areas for ten buildings. Members of nineteen labor unions volunteered labor, with much of the equipment donated or provided to the society at cost. Labor unions involved included the asbestos workers, boilermakers, bricklayers, carpenters, cement masons, electrical workers, glaziers, elevator constructors, iron workers, hod carriers, lathers, operating engineers, painters, plasterers, plumbers, roofers, sheetmetal workers, steamfitters, and teamsters.

UTAH. The state has launched a \$1,000,000 land acquisition program to remedy its dearth of recreation facilities. The Utah Park and Recreation Commission hopes to acquire woodland parks in the Wasatch Range adjacent to populous Salt Lake valley and establish camp-style facilities at Dead Horse Point and Goblin Valley in the Colorado River canyon region. The state park system is still very much in the planning stage, but state, county, and federal cooperation has resulted in the establishment of *Rockport Lake State Park* between the Wasatch and Uinta Mountains and of *Dixie State Park* in Snow Canyon. Rockport Lake, formed by the Bureau of Reclamation's Wanship Dam, offers boat docks, a store, and cluster of cabins. The state commission has also received as a gift a former resort area on Great Salt Lake, Saltair, a small-scale "Coney Island" with a Gay Nineties motif.

- With the help of some of the Western states, Utah was able to get an amendment to Federal Law 387 which had limited the amount of land a state could acquire from the Bureau of Land Management to 640 acres annually. The new amendment provides for raising the limitation to 6,400 acres with a limitation of three areas per year; and, in addition, there is the limit for the years 1960, 1961, and 1962 of 12,800 for each of the three years, plus six areas annually. Utah also received authority to purchase an unlimited number of roadside parks, not exceeding ten acres, on land belonging to the Bureau of Land Management. The bureau administers over 24,000,000 acres of land in Utah (46.8% of the state) on which there is no recreation development. #



NEWS

For further information regarding any of these products, write directly to the manufacturer. Please mention that you saw it in RECREATION.

Jean Wachtel

This issue of RECREATION Magazine is devoted, almost exclusively, to camping in all its diverse forms. Therefore, items for this column were selected with an eye for their utility in camping; the first three, for water safety.

Three for Safety

- Naturally, swimming areas are never left unattended during regular swimming periods, but there is always the off-chance that some youngster might try a little aquatic experimentation of his own when nobody's looking. In order to help circumvent any possible tragedies, the Minneapolis-Honeywell Regulator Company has devised a highly sensitive electronic alarm that can be adjusted so finely it will detect a hand splashing in the water. The system includes a sensing element submerged approximately a foot below the water surface and a remotely located alarm panel (shown next to each other in the picture).



Whenever an object falls into the water, the sensing element detects the sound vibrations caused by the splash, then electronically relays a signal to the alarm panel, which can be located up to one hundred feet from the pool. An alarm horn is then sounded to summon aid. Detailed information on the swimming pool alarm system may be had by writing Minneapolis-Honeywell Home Products Division, 2747 Fourth Avenue South, Minneapolis 8, Minnesota.

- Another safety device, complete but still portable, is the AMBU Rescue Breathing Equipment, which consists of both a hand-operated resuscitator and a foot-operated suction pump in a plastic carrying case. Lightweight and sturdy, this equipment can be used by virtually anyone, anywhere, without time-wasting setting up, use of electricity, or of compressed gases. Consisting of face mask, self-inflating bag, and nonrebreathing valve, the resuscitator delivers adequate volumes of air with the first



squeeze of the bag. The foot-operated suction pump delivers intermittent partial vacuum for fast clearing of the airway, which so often is clogged with water, mucus, or other foreign matter. AMBU is offered as a complete resuscitation-

suction unit, but either element may be bought separately. Formerly manufactured in Denmark, the unit has been endorsed by such European agencies as the Bavarian, Swiss, and Austrian alpine rescue organizations, the NATO armies medical corps, the Norwegian air force and merchant navy, and Danish civil defense. For all details, write Air-Shields, Inc., Hatboro, Pennsylvania.

- In the event that you have a near drowning on your hands, in either pool or natural body of water, either this or the preceding resuscitator could prove to be invaluable. The Mira tube, made of molded Tenite polyethylene plastic is a device designed to bring immediate, effective aid to nonbreathing victims of near drowning, asphyxiation, or electric shock, particularly for the rescuer reluctant to use mouth-to-mouth breathing. One end of the tube, which looks like an elongated S, is placed in the victim's mouth (once he has been placed on his back) until the flange rests against his lips or teeth. The rescuer then breathes through the tube at the rate of fifteen to twenty times per minute, interrupting the artificial respiration to permit passive exhalation by the victim. Available in sizes for children and adults, the Mira tube is resistant to most chemicals used in cold sterilization. For complete information, write the Mira Corporation, 2656 North Pasadena, Los Angeles 31, California.

- Power failure is always likely in relatively isolated areas such as camping grounds, in either state and national parks and forests or out in the country. In such instances, stand-by



power is mandatory. A unit that fills the bill more than adequately is the Winco Lite Portable Engine Generator, which compact portable power plant delivers up to 3000 watts AC, starting at its rated 2500 watts. The Briggs & Stratton 4-cycle aluminum engine has nationwide

service facilities, thus doubling its usefulness. Coming equipped with its own carrying handle and weighing 123 pounds, the Winco Lite offers many other advantages—such as the exclusive AUTOMATIC CONSERV-er Idling Control and full power at either 115 or 230 volts, from one outlet—and versatility. It can also be set up as an extra light source wherever you want it, for whatever purpose you want, such as near the pool for a water show. It is also available with stationary base, a Speedy Shift 2-wheel dolly, or carrying cradle. For complete information write the Wincharger Corporation, a subsidiary of Zenith Radio, Sioux City 2, Iowa.

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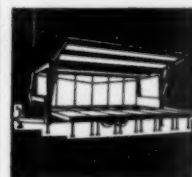
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LISTENING AND VIEWING

Have You Heard This One?

Jim Copp and Ed Brown have done it again, this time with their recording of *Fable Forest*, a reworking of fifteen Aesop fables. Copp narrates clearly and without flourishes, starting with "when the world was very young, and nobody knew how to act," and goes on from there, delightfully, spellbindingly. My seven-year-old assistant critic also got the moral inherent in each fable without feeling clobbered by the obvious.

For example, consider the story of the lion and the mouse. The lion is about to gobble up the mouse, but desists when the mouse promises to help him some day. That day comes when he frees the lion from a trap by gnawing its ropes. As his reward, which the lion says can be anything he wants, the mouse chooses to marry the lion's daughter. During the resulting, reluctant ceremony, the lioness trips and squashes her about-to-be bridegroom. The moral: "Don't overstep yourself." The slightly gory ending is softened by the lion's roaring, "Somebody sweep up that mouse . . . and let's all have a party; everybody dance, everybody sing."

While more uneven in quality and less of a whole than their first record, *Jim Copp Tales* (reviewed September 1959), *Fables* is still an excellent record. Both are suitable for recreation or camp story hour, rainy days, creative dramatics, the sick bay, quiet hour—use limited only by imagination. Available from Playhouse Records, Box 36061, Los Angeles 36, California (Playhouse 202, 12", 33 1/3, \$4.95).

Another charming Caedmon storytelling record recently off the press is the one of Boris Karloff reading "The Ugly Duckling" and five other Hans Christian Andersen stories, some well known, others less so. Among the better known are "The Princess and the Pea" and "The Shepherdess and the Chimney Sweep."

Mr. Karloff is an expert on children's literature, in addition to his acting, and reads with clarity, expression, and great warmth. He utilizes no sound effects nor outside voices, but the pint-sized audience still sits enthralled, ear glued to speaker, listening to every word. Available from Caedmon Records, 277 Fifth Avenue, New York 16 (TC 1109, 12", 33 1/3, \$5.95).—J.W.

Recreation leaders who abhor prefabricated do-it-yourself hobby sets will find *Elektra's Folk Song Kit* a cat of quite another breed. This beginner's guitar instruction course includes manual, chart, and practice record. It should propel those teen-agers who have picked up a chord or two to settle down to something more; would be a fine pick-it-up for servicemen on isolated stations far from a teacher (and even for those in more accessible areas); and a special boon for the hospitalized, homebound, and people cut off from usual channels. One side of the record gives chord instruction by Billy Faiers, professional folk singer, accompanist, and editor-publisher of *Caravan Folk Music Magazine*; the other has twenty favorite folk songs played and sung by Milt Okun, teacher, arranger, conductor, and performer. The manual also includes a survey of American folk music by Lee Hays, veteran folk singer (The Weavers) and composer ("Kisses Sweeter than Wine"). Of course, the success of any such course as this is the seriousness of purpose (shown in the seriousness of play) evidenced by the practicer. Available from Elektra Records, 116 West 14th Street, New York 11 (EKL-KIT, 12", 33 1/3, treated for heavy use, \$5.95).—E.D.

Film Flashes

For *All the Children* is a sensitive and moving film relating the story of the New York *Herald Tribune* Fresh Air Fund's experiment in integrated camping for handicapped and nonhandicapped children at Camp Hidden Valley, Ridgefield, Connecticut. (See write-

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up on this camp in June 1955 RECREATION, Page 260.)

The film opens with a brief history of the Fresh Air Fund, illustrated by film clips, showing the dismal slum conditions that so shocked the Reverend Willard Parsons, of Sherman, Pennsylvania, that he decided to try to mitigate them in some manner. He founded the FAF in 1877 and served as its first director. Ever since its inception, the Fund has operated under Dr. Parsons' credo: "What is done out of love can never die."

The major part of the film is devoted to the Hidden Valley experiment: the original idea of integrating the handicapped and nonhandicapped; would it work; and how could it be worked out. Ultimately the problems were resolved; the children, previously screened by recognized social-service agencies, packed into buses, off to the country for the first time.

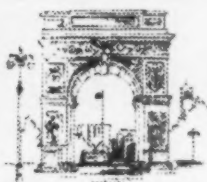
The handicaps covered a wide variety of disorders, but once they came upon the lush greenness of Camp Hidden Valley, "the burdens of disability [were] forgotten." The counselors were regular college material, with some Jay Cees included. All were given a short orientation course to acquaint them with the special needs of the handicapped. The entire experiment has been called "a new concept in social rehabilitation."



Narrator Mary Martin and two younger actors of For All the Children.

This film was chosen when the United States Information Agency and the National Broadcasting Company were looking for a representative social-service film to show at the American National Exhibit in Moscow, last July.

Though running only eighteen minutes, this 16mm, color film should be an eye-opener to any camp or recreation department that has shied away from the very thought of having the handicapped and nonhandicapped children camping together, utilizing the same facilities. It was produced, directed and coauthored by Leo Trachtenberg and Robert K. Merrick, photographed by Ross Lowell. Available on free loan from Harvest Films, 90 Riverside Drive, New York 24.—J.W.



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RECREATION For The Ill and Handicapped

Since the field of recreation for the ill and handicapped has expanded far beyond the confines of hospitals, this regular column, formerly called "Hospital Capsules," is likewise expanding its title.

✦ The Consulting Service on Recreation for the Ill and Handicapped of the National Recreation Association knows of a large number of unfilled positions for recreation workers with the ill and handicapped throughout the country. It does not have the funds for recruitment, movies, literature, and staff, so it must have your help. The Consulting Service is initiating a nationwide recruiting contest. Prizes will be awarded to the three people who recruit the most persons to the field of recreation for the ill and handicapped.

Send the Consulting Service your name if you are interested in becoming a contest participant. Please tell other recreation leaders. If the recruits are not already trained in recreation, persuade them to go to a college or university giving specialized courses in this area. If the recruits are trained in recreation, but not in work with the ill and handicapped the Consulting Service will help them find positions where they will be given careful supervision while working with the ill and handicapped. Prizes, worth over \$50 each, have been donated by a kind friend of the field.

Make it a point to speak at the high schools and undergraduate colleges in your community and any other place where you think you are likely to find interest. Everyone of you can recruit at least one person to our field and surely there are many who can recruit more. How about it?

✦ Presidents of the three professional organizations working with the ill and handicapped are having several meetings this spring to develop feasible

Mrs. HILL is director, National Recreation Association Consulting Service on Recreation for the Ill and Handicapped.

methods of forming one strong professional organization. Let's hope they will find the answers so in 1961 we may forge ahead as one united force. At the end of February, the three chairmen of the three organizations met at the National Recreation Association and worked out a formal description of recreation for the ill and handicapped, which, in turn, will be sent to the members of their organizations for approval. When this is accomplished, we will have one answer, not three, when asked, "What exactly is recreation in the medical setting?"

✦ An article in the October issue (Pages 334-335) discussed the Sussex County Project for a coordinated recreation program for the ill, handicapped, and aged in a rural county. At that time the Consulting Service was trying to find means to finance an on-going program after the project, supported by a foundation grant, had ended. Such means have now been developed and may be applicable in other areas of the country.

The county welfare department has agreed to pay a share of one recreation worker's salary, providing service for three sessions a week in the welfare homes caring for patients. The small general hospital will pay for four sessions, and each of the four proprietary nursing homes will pay for one session a week. This equals thirty hours a week, with the remaining ten for recruiting, training volunteers, and other program responsibilities. The institutions will pay ten dollars for each session, totaling \$110 a week. Thus, the worker's salary will be \$5200 a year. The automobile allowance equals approximately another \$500 a year.

As the project continues this year, the Consulting Service hopes to expand the program to include the noninstitutionalized handicapped and older persons living in boarding homes. It is confident that, once again, the community will come to the rescue and find the means to support this expansion of

service. If you have a small hospital and a number of nursing homes in your part of the country, they may be interested in knowing of this project, and how they, too, can provide recreation services.

In another project in which the Consulting Service tried using the same methods found so successful in Sussex County and failed. It was impossible to coordinate six institutions in six different towns, because each town, rather than cooperate with one another, competed. Cooperation is the keynote in any coordinated project.

✦ The NRA Consulting Service has been working with the U.S. Children's Bureau to develop plans for a three-year study of recreation for handicapped children throughout the country. By law, all handicapped children whether mentally or physically handicapped, get educational advantages, but there is little evidence that communities make much effort to include the handicapped child in recreation plans.

✦ Another Consulting Service study concerns methods and techniques to help the professional successfully motivate the chronically ill aged person. The Consulting Service has questioned many eminent authorities on this score. The majority seem to feel that a study in this area will reveal that the personality of the worker and his use of his own assets is the most important factor.

✦ The State of California provides an example of the power of legislation. To be eligible for licensure, it is now mandatory for nursing homes in California to offer some recreation to patients.

✦ The National Association for Retarded Children and the NRA Consulting Service are working on a plan to develop a demonstration of how a center geared to social rehabilitation may aid the mentally retarded. This will prove that many who are considered retardates with no job potential could develop such a potential, once self-confidence has been gained through education and recreation. A place to go and things to do under guidance every day can be a great help, not only to the retardate but also his family. #

Magazine Articles

THE AMERICAN CHILD, *January 1960*
Problems Before the Golden Anniversary
White House Conference on Children and
Youth.

AMERICAN FORESTS, *January 1960*
Let's Go Trail Riding, *Michael Frome*.
The Oregon Dunes, *William B. Morse*.

CAMPING MAGAZINE, *January 1960*
Have You Tried "Spelunking"? *John Seeger*.

HARPER'S *February 1960*
Exploring the Great Deepes (oceanography),
Leonard Engel.

Men to Match Japan's Mountains, (sumo
wrestling), *Allan R. Bosworth*.

The Rebirth of Jonny (childhood schizo-
phrenia), *Mira Rothenberg*.

Housekeeping at the Big Museum (Metro-
politan Museum of Art), *Edith Iglauer*.

JOHPER, *January 1960*
Education for Leisure—A Must, *Jay B. Nash*.

First Lessons in Figure Skating, *Barbara Southward*.

NCATE Accredited Institutions Offering
Degrees in Health, Physical Education,
Recreation.

NEA JOURNAL, *January 1960*
What Is a Good Art Program? *Mary Ade-
line McKibbin*.
Subtle Learnings of Little Children, *Paul
N. Van Ness*.

THE OPTIMIST, *January 1960*
Curling—Hottest Project on Ice.
Bike Safety Hits the Big City, *Barney Sing-
erman*.

PARENTS', *February 1960*
What Makes Teens Try Dope, *Edward R.
Bloomquist, MD*.

Friendships by Mail, *Gunhild Gansing*.
PARKS AND RECREATION, *January 1960*
How About a Par 3 Golf Course? *Ben
Chlevin*.

Night Needs Light, *Stacy Standley*.
The Playground of Tomorrow, *Frank Cap-
lan*.

Public Boating on Small Lakes, *Norville
Hall*.

A Sailing Program for the Public, *Laura
Slocombe*.

PARKS AND RECREATION IN CANADA, *January
1960*
Memorial Sports Centre (Oshawa), *R. A.
Stencel*.

Outstanding Sarnia Tree Program, *William
Palmer*.

RECREATION FOR THE ILL AND HANDICAPPED,
January 1960
Creative Dance, *Mary London Brooks*.
How to Plan a Carnival, *Ira Hutchinson, Jr.*

Recordings

DAVE VAN RONK SINGS BALLADS, BLUES AND
A SPIRITUAL (FS3818). Folkways Records,
117 West 46th Street, New York 36 (12",
33 1/3, \$5.95).

Elektra Records

MORSE CODE COURSE (CC-1); FOLK SONGS
FROM JUST ABOUT EVERYWHERE (EKL-

161), Theodore Bikel and Geula Gill;
SONGS OF A RUSSIAN GYPSY (EKL-151).
Theodore Bikel; THE LIMELITERS (EKL-
180); GOLD COAST SATURDAY NIGHT (EKL-
167), Saka Acquaye and His African En-
semble from Ghana (all 33 1/3, 12", \$4.98).
Elektra Records, 116 West 14th Street, New
York 11.

Books & Pamphlets Received

Arts and Crafts

ADVENTURE IN STITCHES (rev. ed.), Mariska
Karasz. Funk & Wagnalls, 153 E. 24th St.,
New York 10. Pp. 127. \$7.50.

BEGINNER'S BOOK OF WATERCOLOUR PAINT-
ING, THE, Adrian Hill. Emerson Books, 251
W. 19th St., New York 11. Pp. 77. \$2.95.

DEVELOPING, C. I. Jacobson. American Photo-
graphic Book Publishing, 33 W. 60th St.,
New York 23. Pp. 327. \$4.50.

FUN WITH ARTIFICIAL FLOWERS, Joseph Leem-
ing. J. B. Lippincott, E. Washington Sq.,
Philadelphia. Pp. 95. \$3.00.

HAND WEAVING, S. A. Zielinski. Funk & Wagnalls Co., 153 E. 24th St., New York 10. Pp. 190. \$8.50.

MIRROR WITH A MEMORY (photography),
Charles Michael Daugherty. Harcourt
Brace, 750 3rd Ave., New York 17. Pp. 96.
\$3.25.

MORE PLYWOOD PROJECTS, Robert Scharff.
McGraw-Hill, 330 W. 42nd St., New York
36. Pp. 184. \$5.50.

MOSAICS, Doris and Diane Lee Aller. Lane
Publishing, Menlo Park, Calif. Pp. 96. Pa-
per, \$1.95.

1960 INTERNATIONAL PHOTOGRAPHY YEAR
BOOK, Norman Hall, Editor. St. Martin's
Press, 175 5th Ave., New York 10. Pp. 216.
\$6.95.

ORIGAMI (Book Three), Florence Sakade.
Charles E. Tuttle, 28-30 S. Main St., Rut-
land, Vt. Pp. 32. Paper, \$1.00.

POPULAR STYLES OF JAPANESE FLOWER AR-
RANGEMENT, Lida Webb. Hearthside Press,
118 E. 28th St., New York 16. Pp. 124.
\$2.95.

PRINTMAKING, Gabor Peterdi. Macmillan, 60
5th Ave., New York 11. Pp. 303. \$12.50.

STONEWARE AND PORCELAIN, Daniel Rhodes.
Chilton Co., 56th & Chestnut Sts., Philadel-
phia 39. Pp. 217. \$7.50.

TIN CAN CRAFTING, Sylvia W. Howard. Ster-
ling Publishing, 419 4th Ave., New York 16.
Pp. 64. \$2.50.

VANISHING CRAFTS AND THEIR CRAFTSMEN,
Rollin C. Steinmetz and Charles S. Rice.
Rutgers Univ. Press, 30 College Ave., New
Brunswick, N. J. Pp. 160. \$4.75.

Camping, Nature

CAMPING AND OUTDOOR FUN, Maj. Mauno A.
Lindholm. Hart Publishing, 74 Fifth Ave.,
New York 11. Pp. 192. Paper, \$1.50.

CAMPING DIGEST, Kenneth Chasey. Box 6247,
Lamar Park Sta., Corpus Christi, Tex. Pp.
225. Paper, \$2.00.

CAMP SITE DEVELOPMENT, Julian H. Saloman.
Girl Scouts of the USA, 830 3rd Ave., New
York 22. Pp. 160. \$5.00.

CAMPSITE FINDER (Vol. 1—1959), Pacific
Coast and Alaska, Richard and Jane Hartes-

veidt. Naturegraph Publishing, Box 46,
San Martin, Calif. Pp. 80. Paper, \$1.00.
CHILDREN'S ADVENTURE WITH NATURE AND
PEOPLE, A. J. William Myers, PhD. Exposit-
ition Press, 386 4th Ave., New York 16. Pp.
108. \$3.00.

DEVELOPING CAMP SITES AND FACILITIES, John
A. Ledlie, Editor. Association Press, 291
Broadway, New York 7. Pp. 63. Paper,
\$3.50.

ENDURING PATTERN, THE, Hal Borland. Simon
& Schuster, 630 5th Ave., New York 20. Pp.
247. \$5.00.

FIELD GUIDE TO AMERICAN WILDLIFE: East,
Central & North, Henry Hill Collins, Jr.,
Harper & Brothers, 49 E. 33rd St., New
York 16. Pp. 683. \$6.95.

HOW ANIMALS MOVE, James Gray. Cam-
bridge Univ. Press, 32 E. 57th St., New
York 22. Pp. 143. Paper, \$1.75.

HOW TO SELECT A SUMMER CAMP FOR YOUR
CHILD, Irving Horowitz. Chilton Co., 56th
& Chestnut Sts., Philadelphia 39. Pp. 84.
\$2.95 (paper, \$1.95).

LIVING EARTH, Peter Farb. Harper & Bros.,
49 E. 33rd St., New York 16. Pp. 172. \$3.75.

LIVING WITH OTHERS (teacher's manual plus
junior camper's book), Carrie Lou God-
dard. Abingdon Press, 201 8th Ave. S.,
Nashville 2, Tenn. Pp. 114. Paper, \$1.25.

MANUAL FOR OUTDOOR LABORATORIES, Rich-
ard L. Weaver, Editor. Interstate Printers,
19-29 N. Jackson St., Danville, Ill. Pp. 81.
Paper, \$1.25.

THE NATURAL THING: The Land and Its Cit-
izens, Pieter W. Fosburgh. Macmillan, 60
5th Ave., New York 11. Pp. 174. \$3.75.

NORTH AMERICAN WATERFOWL, Albert M.
Day. Stackpole Co., Cameron & Kelker Sts.,
Harrisburg, Pa. Pp. 363. \$5.75.

101 WILDFLOWERS OF CRATER LAKE NATIONAL
PARK, Grant and Wenonah Sharpe. Univ.
of Washington Press, Seattle 5. Pp. 40.
Paper, \$1.00.

OUR GREAT OUTDOORS—What Are We Doing
About It? Center for Information on Amer-
ica, Washington, Conn. Pp. 4. \$25.

OUTDOOR REFERENCE GUIDE, Amelia R. Long.
Stackpole Co., Cameron & Kelker Sts.,
Harrisburg, Pa. Pp. 288. \$7.50.

PACIFIC NORTHWEST, THE. Golden Press, 630
5th Ave., New York 20. Pp. 160. \$2.50.

PLANTS THAT CHANGED THE WORLD, Bertha S.
Dodge. Little, Brown, 34 Beacon St., Bos-
ton 6. Pp. 183. \$3.50.

POCKET FIELD GUIDE TO NATURE—Volume I,
Stackpole Co., Cameron & Kelker Sts., Har-
risburg, Pa. Pp. 96. Paper, \$1.50.

RANGE LAND ANIMAL TALES, Sabina Carlin
Pratt. Exposition Press, 386 4th Ave., New
York 16. Pp. 58. \$2.50.

SEA AND SHORE, THE, Marion B. Carr. Golden
Press, 630 5th Ave., New York 20. Pp. 57.
\$1.50.

SECRETS IN THE DUST, Raymond Holden.
Dodd, Mead, 432 4th Ave., New York 16.
Pp. 177. \$2.75.

SPRING FLOWERS OF THE LOWER COLUMBIA
VALLEY, Clara C. Hill. Univ. of Washington
Press, Seattle 5. Pp. 164. \$3.00.

STRANGE PARTNERS (cooperation among ani-
mals), Sigmund Lavine. Little, Brown, 34
Beacon St., Boston 6. Pp. 106. \$2.75.

WORLD OF LIVING THINGS, Paul Griswold
Howes. Duell, Sloan & Pearce, 124 E. 30th
St., New York 16. Pp. 232. \$4.50.

WORLD OF PATTERN, A. Gwen White. Charles
T. Branford, 69 Union St., Newton Centre
59, Mass. Pp. 76. \$3.95.



PUBLICATIONS

Covering the Leisure-time Field

Camp Waterfront Programs and Management, Richard Pohndorf, Association Press, 291 Broadway, New York 7. Pp. 256, illustrated. \$7.50.

This, the latest addition to the YMCA Aquatic Professional Series, provides long-needed coverage of the problems of waterfront program operation and administration. It is a key resource for almost any phase of aquatic programing in a resident or day-camp setting, whether run by recreation department or private agency. The book does not deal specifically with the YMCA operation; most of the material can be easily adapted to any program. The examples are well selected and provide breadth and scope for intelligent planning.

The seamanship program and standards of proficiency are excellent, especially when the high interest in small-craft ownership and their use by the general public are considered. It is regrettable, however, that some reference to the existing American Red Cross Small Craft Programs was not included. Some of this material can be applied to individual operation of small craft outside the usual camp operation, which is good or bad, depending on your viewpoint.

The somewhat incomplete bibliography of up-to-date references does not detract from the book's overall value.—*Stanley Stocker, Metropolitan New York Council, American Youth Hostels.* (See his article on camp lands, Page 132.)

Your Family Goes Camping, Doris Patterson. Abingdon Press, 201 Eighth Avenue, South, Nashville 2, Tennessee. Pp. 160, illustrated. \$2.50.

This summer you will be asked for advice on family camping, if the present trend continues—and it will. Or you may wish to take the family on a cross-country jaunt, camping along the way. In either case, this book will provide answers to such questions as: Where shall I go? What shall I take? What about tents, sleeping bags, cooking, sanitation? It is based on the long

camping experience of Mr. and Mrs. Patterson and their four children, all inveterate campers. The style is concise and enthusiastic.

The only criticism of this book concerns two items. Mrs. Patterson does not use the modern mouth-to-mouth method of artificial respiration. She also fails to give sufficient warning about the removal of ticks, those carriers of Rocky Mountain spotted fever. *Never* remove them by hand. Use tweezers; *never* touch ticks with fingers.

Developing Camp Sites and Facilities, Association Press, 291 Broadway, New York 7. Pp. 63, illustrated. \$3.50.

This publication, prepared by the National Commission on YMCA Camp Layouts, Buildings, and Facilities, is another indication of the excellent material on camp design and development that is being issued by youth-serving agencies. Designed to assist those responsible for planning and developing camps, it is largely the result of work done at the First National Consultation of YMCA Camping held in 1957. Many YMCA camp leaders served on committees that prepared the various chapters.

The handbook is profusely illustrated with sketches, photographs, and plans of camp structures and facilities. Of special interest to recreation workers are the sections relating to procedures in developing a camp project, waterfront developments, and program facilities. Most of the information is presented in the form of check lists that facilitate the ready use of the publication.—*G. D. B.*

Light from a Thousand Campfires, Kenneth B. Webb, Editor. Association Press, 291 Broadway, New York 7. Pp. 375, illustrated. \$4.95.

This compilation of camping material reflects the light from thousands of personalities and experiences that made up the first thirty-four years of *Camping Magazine* and its predecessors. It is not a how-to-do-it book but rather a distillation of camping philosophy, insights, values, aims, objectives. The

book covers four major areas: what is camping and why? the staff, the program, and the many kinds of camps. It certainly should be well thumbed by all camp directors and be available for the camp staff. The wealth of experience and inspiration of many of the pioneers of good camping make this a must for every professional recreation leader who is in any way concerned with day or resident camping. Publication of this volume marks the fiftieth anniversary of the American Camping Association, to be celebrated at its convention in San Francisco this month.—*S. S.*

Curiosities of Animal Life, Maurice Burton, DSc, pp. 128, photographs and drawings, \$3.95. **A Butterfly Is Born**, J. P. Vanden Eckhoudt, pp. 90, over 120 photographs, \$2.50. **A Bird Is Born**, E. Bosiger and J. M. Guilcher, pp. 92, 111 photographs, \$2.50. All from Sterling Publishing Company, 419 Park Avenue, South, New York 16.

How do animals find their way home? What animals have built-in weapons? Can animals talk to each other? In *Curiosities of Animal Life* Dr. Burton pinpoints the answers to these and many other questions. Each bit of information presented is related to other unusual facts and to the whole field of natural history so readers do not get just a miscellany of believe-it-or-not data, but a thorough understanding of animals. Did you know that a cuckoo from Africa migrates to England to breed, and the young birds return to Africa, a land they have never seen? Why? Here is your chance to find the answer. Accompanying the text are 105 black-and-white and sixteen full-color photographs plus wash drawings by Anne Marie Jauss.

The miracle of birth and life of a bird is graphically told in *A Bird Is Born* through magnificent close-up and X-ray photographs. In its companion book, *A Butterfly Is Born*, the life of a butterfly is told in pictures.

All three books are treasures, have numerous, superb photographs, and will delight any nature leader.

Verses from 1929 On, Ogden Nash. Little, Brown, 34 Beacon Street, Boston. Pp. 522. \$5.95.

This comprehensive anthology, selected and revised from six previous Nash volumes, is chock full of wry gripes, unblushing puns, elastic (and snappy) rhymes, all quite gnashy but not nasty. Sample:

Song of the Open Road
I think that I shall never see
A billboard lovely as a tree.
Indeed, unless the billboards fall
I'll never see a tree at all.

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1960 National Recreation Association District Conference Schedule

DISTRICT	DATES	LOCATION	HOTEL
California and Pacific Southwest	February 14-17	San Jose, California	St. Claire
Middle Atlantic	March 23-25	Pocono Manor, Pa.	Pocono Manor Inn
Southwest	March 30-31-Apr. 1-2	Shreveport, La.	Washington Youree and Capt. Shreve Hotels (connected by arcade)
Great Lakes	April 4-7	St. Paul, Minn.	St. Paul
Midwest	April 6-8	Kansas City, Mo.	President
Southeast	April 18-20	Edgewater Park, Miss.	Edgewater Gulf
Pacific Northwest	April 10-12	Sun Valley, Idaho	The Lodge
New England	May 15-18	Swampscott, Mass.	New Ocean House

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